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ABSTRACT

This guide for junior high school home economics provides teachers with a curriculum for grades 7, 8, and 9. An "Overview" section presents the rationale, discusses how the content of home economics programs is related to the developmental stages of the adolescent, describes the program structure, and lists program objectives. The "Implementation" section covers program design, scope and sequence, time allotment, related school programs, selection of materials, evaluation, students with special needs, and integrative concepts. The curriculum, presented separately for each of grades 7, 8, and 9, is divided into three areas of study: human development, nutrition and foods, and textiles and clothing. Each of the three areas of study is based on major concepts. These major concepts are accompanied by major objectives and student objectives with corresponding generalizations (concepts and content) and suggested activities. Appendixes include a listing of resource material and addresses of resources. (YLB)

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home economics 7-9

MANITOBA DEPARTMENT OF EDUCATION

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This Home Economics 7-9 final guide replaces the Junior High School Home Economics guide issued in 1974. It has been revised to reflect the philosophy of the Middle Years Program Review Committee and the recommendations of the Home Economics and Industrial Arts Task Force. This guide becomes the approved provincial guide for junior high home economics, effective September, 1982.

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OVERVIEW

INTRODUCTION

The junior high school home economics curriculum has been revised to reflect the philosophy of the Middle Years Program Review Committee and to provide objectives and learning experiences which will enable students to maximize their effectiveness as individuals within the family and community. The focus is on the well-being of individuals and families, the qualities of the environment which affect that well-being, and how individuals, in turn, affect the environment.

The Middle Years Program Review Committee and the Home Economics and Industrial Arts Task Force have recommended that the curriculum:

1. de-emphasize the sex bias in roles and expectations normally assigned to Home Economics and Industrial Arts programs;

2. minimize the sequencing of courses to enable students to participate in a wide variety of experiences.

A combined Home Economics/Industrial Arts exploratory program, at the introductory level, will be available.

The curriculum also reflects the effects of a rapidly changing society, awareness of the many forms of family life, and social change which brings crises and opportunities for human growth and development.

This document should assist teachers in meeting the physical, social, emotional and intellectual needs of students through the emphases on the continuing responsibilities of individuals and families, and on the processes by which decisions are made and action is taken. The guide provides student objectives, suggested activities and resources to assist teachers in planning programs related to their students and community.

RATIONALE

The study of home economics in the junior high school program in Manitoba is designed to help students clarify values, set personal goals, and acquire skills for improving the quality of life for the individual, the family, community, and society.

Home economics has much to contribute to the growth and development of students in the middle years and to the curriculum of the middle years school. Home economics helps the emerging and early adolescents in their search for identity and development of self-concept; develops such basic skills as learning how to learn and making decisions; develops skills in personal and family life; explores possible career choices in home economics-related areas; and provides opportunities for students to discover new interests and growing capacities.

The study of home economics will enable students to:

1. Appreciate the interdependence of the individual, the family and society, and understand the factors in society, the community and the family which assist individuals in meeting basic needs.

2. Understand the influences which affect decision-making and realize that one can use resources effectively by making choices which are satisfying and accountable to self, family and community.

3. Identify values and priorities in life and consider the quality of life as much as the quantity of production and consumption.

4. Understand the ways in which an individual, alone or as a part of a group, can increase opportunities to achieve potential and satisfactions in life.

5. Develop knowledge and skills to improve human relations and to provide food, clothing and shelter for a family.

6. Understand the necessity to adjust and adapt in a world of change.

THE DEVELOPMENTAL STAGES OF ADOLESCENTS

The content of home economics programs is closely related to the developmental stages of the adolescent. The adolescent years are a period of transition, and within this period, students' development varies widely.

An outline of typical characteristics of junior high students has been used as a guide in creating, adapting and suggesting learning experiences. Characteristics of adolescents may be described under the headings: cognitive, physical, emotional, social and moral. All aspects of development are interconnected.

ADOLESCENT NEEDS	CHARACTERISTICS	APPROPRIATE ACTIVITIES
Cognitive: Develop intellectual activity which is logical and abstract, with thinking becoming more mobile, flexible and less egocentric.	Interested primarily in self, but gradually developing greater interest in the outside world and in family problems.	Begin with interests and concerns, then proceed to family, community and society. The 12-year-old is concerned with lack of resources. Begin with this problem and proceed to a discussion of family resources, then to resources in the community.
	Experience difficulty in generalizing (may need fairly detailed content outline), but beginning to develop the ability to analyze, classify and evaluate.	Work from a well-structured outline with provision for further development. Use leading questions and a problem-solving approach to help students develop concepts, evaluate, draw conclusions and relate material to real-life situations.
Physical: Develop one's physique and use the body effectively.	A physical age with tremendous variations.	Discuss the family's role in meeting physical needs.
	Growth makes demands on energy.	Emphasize nutritious foods for growth and development.
	Growth affects self-concept.	Participate in projects to promote personal satisfaction and creativity.

ADOLESCENT NEEDS	CHARACTERISTICS	APPROPRIATE ACTIVITIES
	Concern with awkwardness and physical appearance.	Identify and discuss factors which affect personal appearance.
	Experience difficulty in carrying out long-range projects; may be restless with short attention span.	Provide variety in content and methods. Work on projects that can be completed in a short period of time or completed in sections. Encourage active participation in learning.
Emotional: Emotional needs are closely linked to physical needs.	Variable and intense. Great stresses and contrasts. Need to come to terms with emotions.	Help students recognize that changes in their development affect behavior.
	Inclined to be enthusiastic and often impulsive.	Create an atmosphere for tapping enthusiasm and impulse with techniques such as brainstorming, *ad lib* skits, word association, self-chosen projects and assignments.
Achieve emotional independence of parents and other adults.	Seeking identity.	Identify individual strengths that lead to a greater understanding and acceptance of self.

ADOLESCENT NEEDS	CHARACTERISTICS	APPROPRIATE ACTIVITIES
Social: Desire and achieve socially responsible behavior.	Relationship with peers important. Group oriented, but conflict between group and individuality. increasing maturity. Rise of sexuality and relations with opposite sex.	Contrast activities and relationships with peers and family. Provide opportunities to work individually and in groups. Observation and study of children helps to achieve understanding of self and others. Help students to appreciate that each person is different physically and mentally, possessing characteristics which make one worthy of acceptance.
Moral: Acquire a set of values and an ethical system as a guide to behavior.	Live primarily in the present, now rather than tomorrow, but gradually growing more concerned with immediate and distant future. Social and intellectual development have important consequences for moral growth. Make personal evaluations. Begin to formulate own moral code. Less inclined to accept parental values. Begin to put self in another's place.	Build on present interests and concerns.

STRUCTURE OF THE PROGRAM

The curriculum for each of grades seven, eight and nine is divided into three areas of study: Human Development, Nutrition and Foods, Textiles and Clothing. The inclusion of the study of consumer education and decision-making links the understanding of human needs and human development with the use of skills and resources to meet those needs.

The study of Human Development includes the major concepts of Childhood, Adolescence and the Family. The focus is on the interrelationship of individuals to each other and to the environment.

The study of Nutrition and Foods includes the major concepts of The Individual and Nutrition Needs, The Consumer and Food, and The Preparation and Service of Food. The focus is on the relationship of nutrition and food to individuals throughout life.

The study of Textiles and Clothing includes the major concepts of The Individual and Clothing, The Consumer and Textiles, and Construction of Textile Projects. The focus is on the many factors affecting textile and clothing decisions.

Curriculum content proceeds from establishing a basic understanding and skills at the introductory level to a more intensive study and understanding at subsequent levels.

Each of the three areas of study, with accompanying major concepts, includes the following:

Major objectives accompany each major concept. These major objectives provide an overview of what the student should achieve through the study.

Generalizations will help students to understand similar situations. Generalizations are statements that aid in thinking and understanding. They refer to many common, rather than unique, situations. Students often can make their own generalizations about the subject studied.

Student objectives are sequenced to lead to the understanding of the major concept. The objectives are based on the needs and average abilities of students at each level. Learning one objective leads to insight into how to proceed to the next objective and eventually to the understanding of the whole concept. If students are aware of the objectives, they may identify with them more closely and aim to achieve them.

Suggested activities are designed to help students achieve objectives. These experiences help students acquire knowledge, learn skills, evaluate attitudes and values, and develop understanding, appreciation and perception.

PROGRAM GOALS

The general goals of the junior high school home economics program are to assist students to:

- gain an understanding of self through the study of human development.
- understand how needs are met through the provision of food, clothing and positive interrelationships.
- develop skills to meet needs in the home and in the community.
- become increasingly questioning, creative and critical consumers at each stage of development, and accept responsibilities for decisions made.
- become involved in energy-saving studies and activities.
- develop an appreciation of the interdependence of the individual, the family and society.
- develop skills to make optional choices leading to the attainment of a better quality of life.

PROGRAM OBJECTIVES

The areas of study in the home economics curriculum are interrelated, with the emphases on decision-making and consumerism, interpersonal relationships, and skills in communication.

The classification of educational objectives--affective, cognitive and psychomotor--have a relationship to each other. Frequently, at least two, if not all three, types of learning occur simultaneously. The teacher may choose to concentrate on one objective at a time or to correlate two or more objectives. It is possible to incorporate all three types of objectives as components of behavior or action. The student may be developing a skill and at the same time be acquiring an attitude or value as well as a knowledge of principles related to the skill.

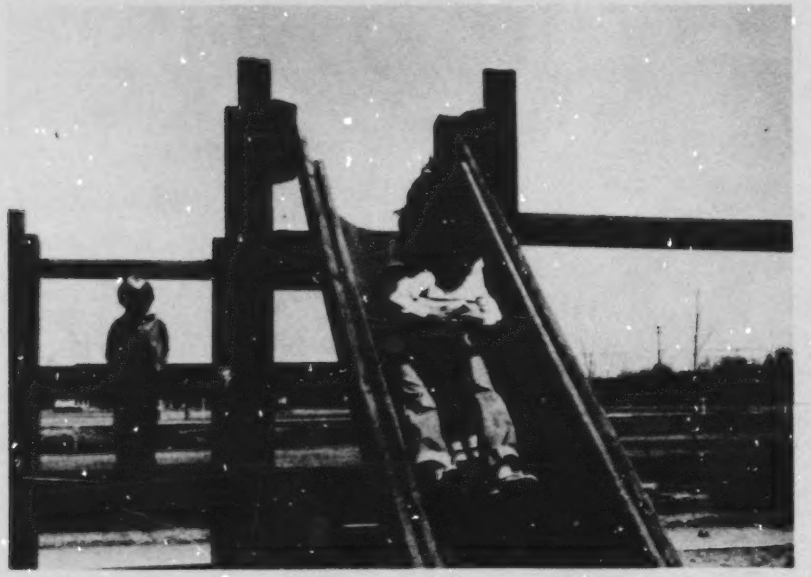
Core objectives are identified by (C.). These are compulsory objectives which all students in a particular course are expected to attain.

HUMAN DEVELOPMENT: MAJOR OBJECTIVES

Human Development is studied to gain an understanding of self. Childhood is studied from pre-natal to age six, with emphasis on physical, emotional, intellectual and social development. Adolescent changes are studied to gain an understanding of self in all four areas of development, and how these changes can affect relationships. The family is studied to gain an understanding of how human needs and family influences affect self and others.

The student should be able to:

- Gain an understanding of self through the study of child development.
- Gain an understanding of factors that influence human behavior during adolescence.
- Gain an understanding of how relationships affect self and others.



NUTRITION AND FOODS: MAJOR OBJECTIVES

The area of nutrition and food is studied to gain an understanding of the basic food needs of individuals, which will lead to a wiser selection of food and better eating practices.

The student should be able to:

. Relate the selection of foods to the needs of individuals.
. Apply the decision-making process in planning and purchasing food.
. Plan, prepare and serve nutritious meals.

TEXTILES AND CLOTHING: MAJOR OBJECTIVES

The study of textiles and clothing is designed to aid students to develop understanding, appreciation and skills in the selection, use and care of textiles and clothing. The development of these can lead to participation in creative and satisfying learning experiences at each level.

The student should be able to:

. Explore the significance of clothing to the individual.
. Gain knowledge to assist the consumer in making decisions about textile products.
. Participate in experiences using construction techniques to promote personal satisfaction and creativity.
. Develop the ability to judge quality textile products.

OBJECTIVES - GRADE SEVEN

Human Development

The student should be able to:

- Identify the basic needs of human beings. (C.)
- Explain how adolescence is a period of growth with very specific needs. (C.)
- Identify forces which influence human needs and development.
- Generalize the existence of varieties of family groupings in society.
- Identify roles that family members assume.
- State how a family meets basic needs of an individual. (C.)
- Identify traits related to heredity.
- Generalize that each individual has a set of inherited traits. (C.)
- Identify the variety of home environments in which individuals live.

- Relate the effects of heredity and home environment to the development of an individual. (C.)
- Describe changes in physical appearance from birth to age six. (C.)
- Explain that development occurs in a predictable order. (C.)
- State how play assists in the physical development of a child. (C.)
- Describe how social development occurs through play. (C.)
- Explain how intellectual development evolves through play. (C.)
- Explain how emotional development is enhanced through play. (C.)
- Identify variety in toys.
- Explain how toys are used in play. (C.)
- Identify safety features to be considered when choosing toys. (C.)
- Describe important elements involved in establishing a child's routines.
- Relate the importance of routine to child development.
- Explain that children express feelings in a variety of ways. (C.)
- Describe the differences among reward, discipline and punishment. (C.)
- Explain why consistency is an important element of discipline.
- Generalize that child care involves responsibility and knowledge of supervision and guidance of children. (C.)

Nutrition and Foods

The student should be able to:

- Identify personal eating habits.
- Explain the relationship of eating habits to health. (C.)
- Identify nutrient groups. (C.)
- Explain basic functions of nutrient groups. (C.)
- Identify the components of Canada's Food Guide, including extras. (C.)
- Identify the main nutrient in each food group.
- Describe how Canada's Food Guide enables one to make food choices for good nutrition. (C.)
- Relate the importance of breakfast to meeting the day's food needs.
- Demonstrate the application of Canada's Food Guide in planning nutritious breakfasts. (C.)
- Describe how personal experiences influence the individual's food preferences.
- Discover the wide variety of flavors and combinations of foods.
- Demonstrate the effect of sensory qualities in the selection and preparation of food.
- State that every individual is a consumer. (C.)
- Identify market forms of food. (C.)
- Explain the information on a food label. (C.)
- Differentiate between market forms by using the information on the label.
- Compare forms, sizes and cost of packages.
- Identify how personal values and goals relate to food choices.
- Explain how personal goals influence food choices.
- Explain why snack foods should be nutritious. (C.)
- Explain that snack foods are a part of the day's food choices. (C.)
- Identify work areas. (C.)
- Explain the use, care and placement of equipment. (C.)
- Generalize that appliances and utensils are designed for special purposes and should be used and cared for according to manufacturer's directions.
- Relate organization to setting goals and working cooperatively to achieve them. (C.)
- Identify potential hazards in the kitchen. (C.)
- Demonstrate the application of safety precautions to identified hazards. (C.)
- Explain the importance of sanitary practices.
- Demonstrate the application of management skills in

the preparation of food products.
- Identify the information that a recipe provides.
- Explain terms used in recipes.
- Select standard units and techniques to measure specific ingredients. (C.)
- Describe a variety of ways in which meals are served.
- Describe principles of tablesetting.
- Identify acceptable manners which ensure a pleasant, comfortable atmosphere at mealtime.

Textiles and Clothing

The student should be able to:

- Identify factors contributing to an individual's appearance.
- Identify different visual aspects of clothing.
- Relate a person's interests and activities to the clothing worn.
- Explain how clothing affects appearance.
- Explain how to care for clothing to be well-dressed.
- Describe how clothing affects self-concept.
- Identify needs and wants when making clothing decisions.
- Distinguish between clothing needs and wants.
- Relate available resources to clothing decisions.
- Identify consumer responsibilities.
- Identify responsibilities of a salesperson.
- Explain that fabrics are made from fibers and yarns. (C.)
- Demonstrate that fibers are combined to form yarns.
- Distinguish the three main methods of fabric construction. (C.)
- Define terms used in describing woven and/or knit fabrics. (C.)
- Describe textural properties of woven, knit and felt fabrics.
- Identify the types of products that could be made from these fabrics.
- Select fabrics suitable for sewing projects. (C.)
- Identify reasons for learning sewing skills.
- Demonstrate an understanding of the importance of sharing space and equipment. (C.)
- Demonstrate the ability to accept responsibility for tasks assigned. (C.)
- Demonstrate the application of safety habits. (C.)
- Select, use, and care for equipment efficiently. (C.)
- Select suitable supplies for sewing projects. (C.)
- Demonstrate basic hand sewing techniques.
- Demonstrate the application of hand sewing techniques on a project.
- Identify the parts of the sewing machine. (C.)
- Explain the purposes of the sewing machine parts. (C.)
- Demonstrate use and daily care of the sewing machine. (C.)
- Identify construction steps to be followed when using simple patterns. (C.)
- Demonstrate the acceptance of responsibility for completion of project. (C.)
- Identify pattern symbols. (C.)
- Demonstrate the application of basic sewing techniques to construct a project. (C.)
- Appraise the quality of construction of a textile project. (C.)

OBJECTIVES - GRADE EIGHT

Human Development

The student should be able to:

- Identify basic needs of human beings. (C.)
- Identify forces influencing human needs. (C.)
- Generalize that knowledge of human needs is necessary to understanding one's self.
- Distinguish between puberty and adolescence. (C.)

- Describe physical changes that occur during adolescence in male and female bodies.
- Relate physical changes occurring during adolescence to hygiene and grooming.
- Describe how changes in intellectual and emotional development affect one's sense of self.
- Describe how changes in social development affect one's sense of self.
- Explain how physical, intellectual, social and emotional changes are related to one's sense of self. (C.)
- Generalize that humans possess five senses.
- Describe how perceptions are established through senses. (C.)
- Relate perceptions to the creation of a unique self-concept.
- Generalize that perception of one's self leads to a better understanding of self and others. (C.)
- Explain how perception of self affects interaction with others.
- Identify strengths of human beings.
- Describe how a knowledge of personal strengths contributes to self-concept. (C.)
- Relate the acceptance of responsibility to increased independence. (C.)
- Summarize the components of self-respect.
- Distinguish among verbal, non-verbal and symbolic communication. (C.)
- Explain the process of communication. (C.)
- Identify barriers that exist in communication.
- Identify ways in which communication can be improved.
- Identify how communication skills may affect interpersonal relationships. (C.)
- Explain the terms: values, attitudes and beliefs. (C.)
- Identify factors influencing values.
- Generalize that values may vary from individual to individual.
- Distinguish between short- and long-term goals.
- Generalize that goals vary from individual to individual. (C.)

- Identify the kinds of resources available to the individual.
- Describe how resources assist individuals in reaching goals. (C.)
- Summarize the relationship among values, goals and resources.
- Generalize that decision-making is an on-going process. (C.)
- Outline the decision-making process.
- Explain the relationships among values, goals, resources and decision-making. (C.)
- Explain that decisions made affect self and others.
- Relate decision-making skills to future choices.

Nutrition and Foods

The student should be able to:

- Identify components of Canada's Food Guide.
- Identify main nutrients in each food group.
- Explain the basic functions of nutrients. (C.)
- Use Canada's Food Guide to plan daily food intake in terms of good nutrition. (C.)
- Explain how lifestyle affects food intake patterns. (C.)
- Describe the contribution of snack foods to daily food intake. (C.)
- Identify sensory qualities of food.
- Explain the relationship of the senses to food preferences. (C.)
- Compare new and familiar foods.
- Demonstrate the application of knowledge of sensory qualities to increase appeal and aesthetic enjoyment of food. (C.)
- Identify the resources in a family.
- Distinguish between human and non-human resources in a family. (C.)
- Identify energy-consuming steps in the food production industry and ways to limit these steps. (C.)
- Identify ways to use energy efficiently in the kitchen.

- Plan and prepare nutritious, tasty, and attractive meals that require little use of non-human energy. (C.)
- Identify the energy-saving advantages of the different appliances that are available.
- Identify the work areas in a kitchen.
- Select equipment for a specific recipe.
- Explain the terms and instructions used in recipes.
- Demonstrate the application of the rules of safety and sanitation when preparing food in the lab and at home. (C.)
- Identify precautions used to prevent food spoilage.
- Outline individual and group responsibilities to plan, prepare and serve a meal.
- Appraise individual and group efforts.
- Demonstrate the application of accurate measuring techniques.
- Explain the terms, techniques and equipment used in the preparation of food. (C.)
- Identify the functions of ingredients used in food preparation. (C.)
- Identify substitutes for various ingredients.
- Select the appropriate method of preparation to serve nutritious, attractive and flavorful food. (C.)
- Relate the basic principles of tablesetting and table service to the preparation, service, and enjoyment of a meal.
- Demonstrate the application of the principles of good manners to the preparation, service and enjoyment of a meal. (C.)

Textiles and Clothing

The student should be able to:

- Discuss how clothing choices affect feelings about self. (C.)
- Generalize that roles are parts people play.
- Generalize that each person plays several roles. (C.)
- Describe how clothes help us change from role to role.
- Identify roles by clothing and accessories.
- Identify clothing for special purposes.
- Describe impressions formed about appearance.
- Describe messages that are received by clothing worn. (C.)
- Relate personality to clothing selection.
- Explain how clothing choices are influenced by group decisions. (C.)
- Describe the influence of peer groups on clothing selection and behavior.
- Explain how personal values affect choice of clothing. (C.)
- Relate clothing needs to wardrobe, interests and activities, and budget.
- Identify kinds of resources available for acquisition of a wardrobe. (C.)
- Explain the terms: fiber, blend and finish. (C.)

- Identify physical characteristics of different fabrics.
- Describe the advantages of each fiber, fabric construction, fiber blend and fabric finish.
- Explain how fabric performance is influenced by fiber content, fabric construction and finish. (C.)
- Outline simple methods of regular clothing care and storage. (C.)
- Explain the kinds of information found on care labels and hangtags.
- Explain the care labelling symbol system.
- State reasons for following instructions on labels. (C.)
- Demonstrate the application of appropriate pressing techniques to different fabrics.
- Identify the relationship between planning ahead and success of a project.
- Identify the abilities and new skills required. (C.)
- State the need to practice new skills.
- Select pattern and appropriate fabric and notions for project. (C.)
- Identify terms and steps involved in preparing fabric for a project.
- Explain relationship of fabric preparation to project success.
- Demonstrate the application of recommended steps in fabric preparation.
- Demonstrate the ability to determine accurate body measurements.
- Select a pattern size corresponding to body measurements and body build. (C.)
- Select simple pattern alterations necessary for correct fit. (C.)
- Interpret the information on a project instruction sheet.
- Outline a step-by-step plan for the construction and completion of a project.
- Demonstrate new skills learned in completing a project successfully.
- Relate personal satisfaction to the successful completion of a project. (C.)

OBJECTIVES - GRADE NINE

Human Development

The student should be able to:

- Identify basic needs of human beings. (C.)
- Identify forces which influence human needs.
- Outline role of family in meeting basic needs of the individual members. (C.)
- Relate knowledge of human needs to an understanding of one's self and others.
- Identify various types of family groupings. (C.)
- Describe the family life cycle. (C.)
- Describe how an individual may be affected by type of family grouping and stage in the family life cycle. (C.)
- Identify different family values, activities and customs.
- Identify responsibilities of family members to each other and to the family unit.
- Identify various roles present within the family. (C.)
- Identify the modes of communication: symbolic, verbal, non-verbal.
- Identify different communication patterns within the family.
- Interpret factors leading to communication breakdowns.
- Describe how communication can be improved.
- Explain the importance of open communication within the family to maintain a positive family experience. (C.)
- Identify peers and peer groups. (C.)
- Explain how peers and peer groups can influence individuals and affect families. (C.)

- Explain how male/female relationships can affect family interaction.
- Describe and interpret inherent forces existing in male/female relationships.
- Describe the immediate environment and how it functions. (C.)
- Explain what constitutes a community.
- Describe available resources in a community.
- Explain how individuals can influence their community. (C.)
- Outline decision-making process for implementing a community program.
- Demonstrate the application of decision-making skills in developing a plan of action.
- Appraise relationships of adults and adolescents in the community.
- Describe relationships between self and others in family and community. (C.)

Nutrition and Foods

The student should be able to:

- Relate nutrition to growth, development and energy needs. (C.)
- Identify the nutrient and caloric values of food. (C.)
- Identify the factors that influence nutritional and caloric needs. (C.)
- Plan food choices based on nutritional and caloric needs. (C.)
- Describe how family food choices are affected by the availability, acceptability and cost of food. (C.)
- Identify the satisfaction derived from food.
- Identify the influences on adolescent food intake patterns. (C.)
- Describe how new experiences with food contribute to personal satisfaction.
- Identify reasons for using a shopping list.
- Identify the types of food stores available in the community.
- Compare prices of selected food items and services available.
- Demonstrate the application of the decision-making process when making food choices. (C.)
- Select the best buy for the family food dollar.
- Explain rights and responsibilities of consumers.
- Identify government agencies that protect consumers.
- Identify misleading claims by advertisers. (C.)
- Demonstrate the application of decision-making skills by planning ahead to achieve goals.
- Explain how to organize resources available for food preparation.
- Appraise the control and use of resources available.
- Identify the safety factors to consider when preparing and serving food. (C.)
- Explain food preservation as a method of making food safe to eat. (C.)
- Discover new methods and techniques in the preparation of food.
- Use the special features of equipment and small appliances to plan and prepare meals.
- Demonstrate the application of knowledge of food costs in the planning and preparation of foods.
- Discover the importance of time in planning and preparing meals. (C.)
- Explain special food needs of individuals at different periods in life. (C.)
- Describe meals that represent food customs of different countries. (C.)
- Demonstrate the application of the principles of entertainment to the enjoyment of a meal.
- Create an atmosphere for eating that takes into consideration the occasion, the selection of food, the tablesetting and the method of service.

- Describe the way a family adjusts meal settings and service to lifestyle. (C.)
- Compare eating away from home to eating meals at home.

Textiles and Clothing

The student should be able to:

- Explain that an individual chooses clothing to meet physical needs.
- Identify clothing that creates a positive self-image. (C.)
- Explain that clothing styles identify groups as well as individuals.
- Demonstrate the application of principles of pattern construction in designing an article to meet a special need.
- Select clothing which satisfies personal interests, activities and needs. (C.)
- Identify the elements of design.
- Explain how each element of design affects appearance. (C.)
- Relate design to clothing and home furnishings.
- Describe the historical use of natural resources to make clothes.
- Identify personal resources and how to use them. (C.)
- Identify ways to extend resources available. (C.)
- Select the appropriate method to extend the use of a garment.
- Identify consumer rights.
- Describe consumer responsibilities. (C.)

- Explain when return of goods is justified.
- Demonstrate the application of consumer knowledge to activities as a consumer. (C.)
- Discover that fibers come from different sources and have different characteristics.
- Demonstrate the application of accumulated knowledge in selecting and using textile goods. (C.)
- Select appropriate methods of care for different fabrics.
- Identify the common types of stains and stain removers. (C.)
- Demonstrate treatment of fabric stains.
- Identify the information that must be on a textile label.
- Explain the value of textile regulations. (C.)
- Identify progress made in developing skills through personal sewing experience.
- Explain the ways in which the choice of design affects the finished project.
- Demonstrate the application of knowledge of design and fabric in selecting a sewing project. (C.)
- Demonstrate the application of more advanced construction processes needed for the completion of textile projects. (C.)
- Demonstrate the application of construction skills to alter, repair or reuse a garment or piece of fabric.
- Appraise the appearance, fabric chosen and quality of construction of a textile project. (C.)
- Identify interests and abilities in the area of textiles and clothing.
- Identify some of the jobs related to textiles and clothing. (C.)

implementation

PROGRAM DESIGN

The curriculum guide has been designed to help teachers meet the needs of adolescents, relevant to the rapid changes in society. The guide is flexible in order to encourage teachers to use personal knowledge and creativity in planning and implementing programs.

1. The format of the previous junior high home economics curriculum has been maintained but the subject matter is more comprehensive. The area of human development reflects the program's attention to individuals throughout the life cycle and, especially, to the immediate concerns of students.

   The increased emphasis on the consumer in a consumer-oriented society is reflected in the content.

   Interest and emphasis on nutrition and foods have continued, with more attention given to individual needs and responsibility in making food choices.

   Students are encouraged to be more creative and resourceful in the study, choice and preparation of clothing and textile products.

2. Practical and theoretic knowledge are interrelated. The content is practical in its purpose, organization and use, and theoretic in recognizing and understanding the concepts of self and interpersonal relationships, and the processes by which problems are solved and decisions are made.

3. Ideally, the curriculum is student-oriented, not only in content but also in approach to instruction. Emphasis is placed on creative exploration, self-direction and independence. Because peer relationships are so important, some group work is emphasized. Instruction should be flexible to accommodate the wide variations in individual growth rates and stages of development.

4. The home economics curriculum has clearly defined objectives and program goals which become the criteria by which materials are selected, content is specified, procedures are developed, and evaluative techniques are prepared.

   Core objectives for each area of the curriculum have been identified. For extended programs and maximum time allotment, teachers are expected to pursue topics beyond core.

5. The sequential order of subject matter within levels provides a systematic approach to the development of the program. Other approaches allow teachers flexibility to select learning content and processes which will help students develop skills, attitudes and understanding as bases for making and implementing reasonable and responsible decisions.

   The Process Approach involves the mastery of essential processes, such as searching, classifying, and categorizing information; hypothesizing, testing, valuing, criticizing, planning, problem solving and decision-making; and reporting.

   The Decision-Making Approach is basic to all areas of the program. The decision-making process is outlined in detail in Human Development - Adolescence and includes the processes of inquiry, valuing, decision and action.

   The Needs Approach is based on the assumption that families and individuals have certain physical, aesthetic, social and psychological needs.

The Family Life Cycle Approach uses the family life cycle as its base and includes the tasks associated with each of its stages.

The Problem Approach, the case study, is based on the observations that individuals and families tend to encounter similar problems which relate to survival and living in society, have significant effect on family members, and appear to be experienced by families from generation to generation. The focus of these concerns may be identified as: a) human development, b) nutrition and foods, and c) textiles and clothing. The techniques used in the classroom can be extended to meet a variety of problem situations in everyday living.

6. In every aspect of home economics, a rich environment for exploration must be provided. Learning is unique for each student. The environment for learning should include attractive surroundings, suitable and sufficient materials, and good working equipment.

   Learning is facilitated if student purposes are achieved and if the student participates in the selection and planning of classroom projects. Classroom experiences should progress from one successful accomplishment to another.

7. The suggested activities are designed to help students achieve objectives. These experiences help students acquire knowledge, learn skills, evaluate attitudes and values, and develop understanding, appreciation and perception. The most relevant activities provide the understanding necessary to lead to the achievement of the objective and greater support and credibility to the generalization.

   The activities listed in the guide are suggestions only and are intended to provide initial assistance in developing a wide range of activities to meet students' needs. Students should be involved in the selection of learning experiences. Teachers must consider the cultural background of students, previous experience, and students with special needs to provide maximum opportunities for student learning.

   The structure of the content is the key to the encouragement of further learning.

SCOPE AND SEQUENCE

The three areas of the home economics program can be taught separately as outlined, or combined; e.g., Human Development and Nutrition and Foods, Human Development and Textiles and Clothing, or Nutrition and Foods and Textiles and Clothing. Home economics classes may be coeducational, scheduled by class, all girls or all boys, or by options selected.

The focus is on the integrated aspects of home economics, including communication skills, consumerism, decision-making, growth and development, interpersonal relationships, needs, resource management, safety, self-concept, and values and goals. These aspects have been identified and cross-referenced in the three levels of the program (see chart p. 32).

The outline of the scope and sequence is a developmental progression of tasks and learning. Criteria to consider when making content choices:

1. the logical development of learning in each area;

2. the geographical and cultural background of each of the students;
3. the maturation of students;
4. students' needs, including special needs, developmental tasks, experiences;
5. the amount of repetition that may be justified;
6. provision for new and exciting experiences;
7. the extent to which learning can be extended;
8. the resources available;
9. the most effective use of time and energy.

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SCOPE AND SEQUENCE

	HUMAN DEVELOPMENT	FOODS AND NUTRITION	CLOTHING AND TEXTILES
GRADE 7	CHILDHOOD Human Needs Development of the Individual The Family Role, Heredity and Environment, Physiological Growth Development of the Child Play, Routines, Discipline Caring for Young Children	THE INDIVIDUAL AND FOOD NEEDS Basic Food Needs of Individuals Essential Nutrients for Individuals Food Intake Patterns Canada's Food Guide Sensory Influences of Food THE CONSUMER AND FOOD Becoming an Informed Consumer Consumer Choices Deciding What to Buy Values and Goals, Nutrition THE PREPARATION AND SERVICE OF FOOD Management in Food Preparation Skills and Evaluation Preparation of Food Skills Required Food Services and Social Practices Tablesetting, Food Service, Manners	THE INDIVIDUAL AND CLOTHING Creating an Image Physical Appearance Projecting an Image Personal Interests, Self-Concept THE CONSUMER AND TEXTILES Wardrobe Planning and Purchasing Clothing Decisions Fabric Findings Construction and Properties CONSTRUCTION OF TEXTILE PROJECTS Project Planning and Preparation Construction Equipment, Supplies Construction Techniques Hand and Machine Sewing Patterns Evaluation

	HUMAN DEVELOPMENT	FOODS AND NUTRITION	CLOTHING AND TEXTILES
GRADE 8	ADOLESCENCE Human Needs Development of the Adolescent Changes in Adolescent Development of Self-Concept Maturation Process Communication Communication Skills Values and Goals Values, Attitudes and Beliefs Goals and Resources	THE INDIVIDUAL AND FOOD NEEDS Basic Food Needs of Individuals Canada's Food Guide's Daily Recommendations, Food Groups Food Intake Patterns Day Requirements - Canada's Food Guide, Influence of Lifestyles, Snack Foods Sensory Influences of Food THE CONSUMER AND FOOD Becoming an Informed Consumer Resources Affecting Choices Energy Conservation in Food Preparation Available Resources THE PREPARATION AND SERVICE OF FOOD Management in Food Preparation Use of Resources and Planning, Sanitary and Safety Practices Preparation of Food Ingredients, Functions, Methods Food Service and Social Practices Food Presentation, Service and Enjoyment	THE INDIVIDUAL AND CLOTHING Creating an Image Self-Image Projecting an Image Roles, Impressions, Group Identification THE CONSUMER AND TEXTILES Wardrobe Planning and Purchasing Personal Values, Resources Fabric Findings Fabric Performance Textile Care Textile Contents, Labels, Care CONSTRUCTION OF TEXTILE PROJECTS Project Planning and Preparation Skills, Fabric Preparation, Supplies Construction Techniques Fit, Instructions, Accuracy

	HUMAN DEVELOPMENT	FOODS AND NUTRITION	CLOTHING AND TEXTILES
GRADE 9	THE FAMILY Human Needs Relationships in the Family Communication Relationships with Peers Relationships within the Community Immediate and Community Environments Relationships of Self With Others	THE INDIVIDUAL AND FOOD NEEDS Basic Food Needs of Individuals Nutritional and Caloric Needs Food Intake Patterns Lifestyles Sensory Influence of Foods New and Creative Experiences THE CONSUMER AND FOOD Becoming an Informed Consumer Shopping Practices Consumer Rights and Responsibilities Laws and Consumer Agencies THE PREPARATION AND SERVICE OF FOOD Management in Food Preparation Plan, Organize and Control, Health and Safety Preparation of Food Methods, Time, Special Needs Food Service and Social Practice Occasion, Lifestyle, Away from Home	THE INDIVIDUAL AND CLOTHING Creating an Image Individual Needs Projecting an Image Elements of Design THE CONSUMER AND TEXTILES Wardrobe Planning and Purchasing Extended Use of Resources Rights and Responsibilities Fabric Findings Textile Performance, Properties, Regulations CONSTRUCTION OF TEXTILE PROJECTS Project Planning and Preparation Abilities, Design of Fabric Construction Techniques Self Expression, Evaluation

TIME ALLOTMENT

Recommended time allotment for home economics is 10% of the total program, 30 minutes daily/150 minutes weekly. It is suggested that home economics be scheduled twice in the week or cycle. Different time blocks may have to be planned for students who have to travel for home economics classes. The time may also limit the number of objectives and/or projects which can be selected. There should be a balance of time alloted to the theoretic and practical aspects of the program. It is recommended that teaching theory comprise 30-40% of time allotment and student practice comprise 60-70%.

RELATED SCHOOL PROGRAMS

Within the home economics program, specific approaches and concepts may be supportive of other programs in the school.

Home economics students may share or integrate studies in family nutrition, fitness, outdoor education, and experiments with physical education, health, science, and social studies programs.

Units on energy management, parenting, lifeskills, consumer education, career awareness and occupational aspects may be developed from concepts included in the home economics curriculum.

Schools at the middle years level may develop a program for the pre-adolescent as an exploratory program prior to implementation of home economics at the introductory level.

SELECTION OF MATERIALS

The suggested activities in the curriculum guide do not include specific reading assignments, although approved textbooks and support materials are basic to these activities. Classroom sets of selected, recommended materials would be desirable. There should be a balance of materials in and among all areas. Additional recommended references for each area of the program are included in the appendix.

The use of a variety of resource materials enriches the experiences of students in class assignments, in group work and in independent study. Because a wide variety of textbooks and publications are available in

Manitoba schools, each teacher can support instruction with current information suitable to student needs. Recently published texts and support materials are in metric. Home economics teachers have been introducing metric measurements and purchasing necessary equipment since Canada's conversion to the SI system.

Attention should be given to the quality of experience available to students in the home and in the community.

EVALUATION

Evaluation is part of the educative process and is necessary to determine whether the objectives have been met. Students should be involved in evaluating their progress, in determining objectives, and in selecting methods of evaluation. The problem-solving approach to teaching and the content of home economics focus on the integral relationship of evaluation to the teaching-learning process.

The definition of evaluation, in its broadest sense, implies the assessment of a situation, of abilities, of knowledge, of progress toward an objective.[1]

PROCESS OF EVALUATION

The purposes of evaluation in a given situation vary according to the needs at that time:

- assessing the attainment of an objective;
- measuring various aspects of learning such as knowledge, values and manual skills;
- discovering what students already know;
- motivating students to learn;
- providing information for guidance and counselling;
- providing a basis for curriculum change.

Stating objectives is the first and most important step in the evaluation process. They can be stated in a variety of ways and can provide for cognitive, affective, and psychomotor outcomes at all levels, from the simple to the complex. The interrelationships among these three domains are evident. Seldom does a learning situation involve only one, and often there are situations which involve all three.

Cognitive objectives should include all six cognitive levels. Affective objectives should help students become aware of their own values, understand the sources of these values, and predict the consequences of these values. Students should also appreciate the need for tolerance of the values of others. Psychomotor objectives should stress the process of learning rather than the product.

Objectives are most effective in evaluation when they are:

- stated in terms of desired student learning outcomes;
- consistent with the structure of the subject matter;
- realistic in terms of the students' abilities;
- in agreement with learning principles;
- respective of the needs of the learner.

[1] Cross, Alene, Home Economics Evaluation (Charles E. Merrill Publishing Company), 1973.

EVALUATION TECHNIQUES AND METHODS

. The choice of evaluation procedure will reflect the purposes for which results will be used.

. The greater the variety of evaluation techniques used, the more probable is a fair judgment.

. Motivation and achievement are affected by the type of evaluation method chosen.

. The intent of an objective and the method used to evaluate should be related.

. To be sound, the procedure selected must measure the content it is chosen to measure.

. The type of subject matter taught affects the choice of evaluation techniques.

. Attitudes are more likely to be positive if students participate in determining objectives, selecting means of evaluation, and evaluating their own progress.

. When learners can use self-evaluation techniques, they are better able to identify their own needs and to take initiative in learning.

. The effectiveness of evaluation techniques is affected by the balance between validity, reliability, usability and the evaluation techniques selected.

Evaluation techniques may be classified as:

1. Real-life situations:

   - observational techniques;
   - peer appraisal and self-report techniques.

2. Simulation techniques.

3. Evaluating with tests. Tests can provide some types of educational feedback that other techniques cannot provide. They include written tests, performance tests, oral tests, and written exercises.

"Evaluation is a cooperative, continuous process of making judgments, in terms of recognized objectives or standards on the basis of recorded evidence based on past and present experiences, in order to affect the direction of future experience."[2]

STUDENTS WITH SPECIAL NEEDS

Home economics teaches a set of skills which students with special needs require to attain successful, independent living. Teaching these students successfully requires a sound knowledge of their characteristics and of effective ways of teaching them, and a desire to release the potential of these students for satisfying personal and family living.

Special needs may be categorized as:

. Physical - deafness/hearing impairment, blindness/visual impairment, orthopedic handicap, general health impairment

. Cultural - language and experiential background effects

. Emotional - ranging from mental illness (severe) to

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[2] Spitze, Hazel Taylor, and Griggs, Mildred Barnes, Choosing Evaluation Techniques (Home Economics Education Association), 1973, p. 53.

interpersonal relationship problems (less severe)

. Intellectual - general cognitive ability, with particular reference to conceptualization and abstraction

Few curricular materials have been designed for teaching home economics-related content to students with special needs. However, provincial programs and support services are available to assist the teacher in identifying the characteristics of students with special needs, and in choosing teaching techniques and methods of use.

Administrators and teachers have identified five areas of educational needs for special students. The degree of need varies according to the individual:

1. socialization skills;
2. positive self-concept development;
3. daily living activities experiences;
4. independence;
5. employability and occupational skill development.

STRATEGIES TO DEVELOP AN APPROPRIATE PROGRAM

. Be as well informed about students as possible.

. Be aware of impact of various family lifestyles.

. Apply teaching strategies and materials consonant with the students' learning strengths, weaknesses, and cognitive functioning abilities.

. Some teaching strategies are applicable for learners regardless of ability level; e.g., reinforcement and encouragement, simple clear directions, use of examples, and fostering a caring relationship.

. Each student with a special need presents a unique challenge to the teacher to develop basic concepts and skills for that individual to proceed independently to the level of his/her ability.

- Some adaptation of the home economics facility and special equipment may be necessary for convenient and safe use of the equipment and space. An enriched program may require additional materials and laboratory equipment.

- All students, regardless of handicap, need to learn to read, write, compute, make decisions and solve problems.

- Instruction for the handicapped should be as systematic as possible.

- Essential content and skills are necessary for the handicapped student to master as for everyone else.

- Content and/or skills should be broken down into small, discrete segments, then linked together in a logical, organized sequence.

- Sometimes, the teacher needs only to decrease the degree of content and/or increase the number of examples to aid the low-ability learner.

- Constant reinforcement is important. Retention problems are reduced if strategies include careful task analysis, hands-on experiences, tactile demonstrations and recognition of individual differences and needs.

- The primary goal in teaching home economics to the trainable mentally handicapped is to develop their independent living skills: basic grooming, dressing and clothing, food selection and preparation, home care and safety. These students can learn basic skills, but they will not be able to live independently without supervision.

- Encourage the optimal development of the gifted students by enriching the program, employing unusual and challenging teaching and motivational devices, and encouraging students to maintain established high levels of achievement.

- Students should be encouraged to experiment, innovate, search, test, and observe.

- The instructional approach should stimulate students' range of knowledge and skills, their desire for expanding creative abilities, and provide opportunities to work independently, assume responsibility, and develop leadership abilities.

INTEGRATIVE CONCEPTS

	GRADE SEVEN			GRADE EIGHT			GRADE NINE		
	H.D.	N&F	T&C	H.D.	N&F	T&C	H.D.	N&F	T&C
COMMUNICATION	IC2 IC10	IC1 111A4 111C3	IA2 IA3 IB1 11A3	ID1 ID2 ID3 ID4 ID5	IC1	IB6 IB7 IB8	IC1 IC2 IC3 IC4 IC5	IB1 IC1 111B6 111C1	IA1 IB2
CONSUMERISM		11A1 11A2 11A3 11A4 11A5	11A3 11A4 11A5 111A5 111A6		11A1 11A2	11A2 11A3 11C2 11C3 11C4 111B2		11A1 11A2 11A3 11B1 11B2 11B3	IA5 11A5 11A6 11A7 11A8 11B2
DECISION-MAKING		IB5 11B4 111A4	11B7 111A5 111A6 111B10	IF1 IF2 IF3 IF4 IF5	IB1 IB2 IB3 111B5	IB10 111A4	IE5 IE6	IB3 11A4 111A1	IA1

	GRADE SEVEN			GRADE EIGHT			GRADE NINE		
	H.D.	N&F	T&C	H.D.	N&F	T&C	H.D.	N&F	T&C
GROWTH AND DEVELOPMENT	IA2 IA3 IB7 IB8 IB9 IC1 IC2 IC3 IC4 IC9	IA2 IA4		IB1 IB2 IB3	IA3 IB2 IB3		IB2 IB3	IA1 IA4 IB3 III B5	
NEEDS	IA1 IA2 IA3 IE	IA1 IA2 IB4	IA3 IIA1 IIA2	IA1 IA2 IA3	IB1 III C2	IIA2	IA1 IA2 IA3 IA4	IA3 IA4 IB2 III B5 III B7	IA1
RESOURCE MANAGEMENT		III A8	IIA3 III A5	IE6 IE7 IE8 IF3	IIA1 IIA2 IIB1 IIB2 IIB3 IIB4	IIA2 IIA3 IIC1	IE3	IB1 IIA5 III A2 III A3 III B4	IIA2 IIA3 IIA4 III B2

	GRADE SEVEN			GRADE EIGHT			GRADE NINE		
	H.D.	N&F	T&C	H.D.	N&F	T&C	H.D.	N&F	T&C
SAFETY	IC7	III A5 III A6 III A7	III A4 III A5		III A4 III A5			III A4 III A5	
SELF CONCEPT			II B3	IA3 IB3 IB4 IB5 IB6 IC4 IC5 IC7 IC8 IC9		IA1	IA4		IA2
VALUES AND GOALS	IB1 IB3	IA1 IC1 II B1 II B2 III C3	IA1 IA3 IB1	IE1 IE2 IE3 IE4 IE5 IE7 IE8 IF3		II A1 III B7	IB4	IB2	

grade seven

HUMAN DEVELOPMENT

I. CHILDHOOD

MAJOR OBJECTIVE: To gain an understanding of ourselves through the study of child development.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. HUMAN NEEDS The student should be able to:		
1. Identify the basic needs of human beings. (C.)	Knowledge of human needs is basic to understanding one's self: . physical; . societal; . intellectual; . emotional.	Read the story "Romulus & Remus" and discuss with the class. Display pictures of newborn infants and discuss what a baby needs to be healthy. Ask students to identify developmental needs as being physical, social, emotional and intellectual.
2. Explain how adolescence is a period of growth with very specific needs. (C.)		Have students discuss adolescent needs. List and discuss similarities and differences between childhood and adolescent needs.
3. Identify forces which influence human needs and development.		Discuss how significant others can assist in meeting human needs (peer groups, family, grandparents, teachers, coaches).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Family Tree Poster or Bulletin Board Have the students create a tree with examples or pictures of famil. groupings; finish lesson by compiling the list of basic needs families provide for an individual and have students place these on cards at the roots of the tree.
B. DEVELOPMENT OF THE INDIVIDUAL The student should be able to:		
1. Generalize the existence of varieties of family groupings in society.	The family has a unique role in the development of an individual: . family groupings; . family member roles; . meeting individual needs.	Have students complete sentence: "A family is . . . ." Provide examples of family trees or a collage of family groupings.
2. Identify roles that family members assume.		Develop a list of family members and roles. Have students indicate the number of roles in which each family member is involved.
3. State how a family meets basic needs of an individual. (C.)		Using the list of developmental needs, have students write names of family members who contribute to meeting the needs.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Identify traits related to heredity. 5. Generalize that each individual has a set of inherited traits. (C.) 6. Identify the variety of home environments in which individuals live. 7. Relate the effects of heredity and home environment to the development of an individual. (C.)	Heredity and environment influence the development of one's self: . heredity; . environment--home, community.	Ask students to create a thumbprint display. Place thumbprints on paper in a decorative manner to show differences in traits and uniqueness of individuals. Pretest from a checklist of inherited and environmental traits. Students can create a collage of pictures of inherited and environmental traits (hair color, housing style) and discuss each trait. Discuss home as a feeling, a structure, an environment, community, and home vs. house. Read a selection from Alice in Wonderland or Wizard of Oz, depicting changes in body shape or environment. Students can write a paragraph: "If I were suddenly . . ." (e.g., one foot taller, hair changed color, six inches tall, cr my home was suddenly picked up by a tornado and deposited in _____). Ask students to comment on how these changes would affect one's life.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
8. Describe changes in physical appearance from birth to age six. (C.)	Human development follows a sequential pattern of physiological growth.	Show a film or filmstrip depicting physical changes from birth to age six. Develop class posters for each year from birth to age six to illustrate changes in physical appearance.
9. Explain that development occurs in a predictable order. (C.)		Generate a list of the sequence of events in physical development. Ask students to define developmental tasks.
C. DEVELOPMENT OF THE CHILD The student should be able to:		
1. State how play assists in the physical development of a child. (C.)	Play is fundamental in the overall development of a young child: . physical; . societal; . intellectual; . emotional.	Arrange for students to observe a pre-school environment and have them record differences in physical development; organize into developmental tasks.
2. Describe how social development occurs through play. (C.)		Identify types of play: solitary, parallel, co-operative, associative. Prepare a class poster illustrating different types of play; discuss a child's social development through play.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Explain how intellectual development evolves through play. (C.)		Have students examine children's books and toys, and describe what a child learns from each source.
4. Explain how emotional development is enhanced through play. (C.)		Generate a class list of emotions that children express during play. Define emotional development. Play games of varying levels of difficulty; e.g., Monopoly, Risk, Career. Record individual feelings. Relate reactions to how young children may feel in similar situations.
5. Identify variety in toys.	Toys aid in the development of the young child: . variety; . use;	Ask students to visit a toy store or department, or view catalogues and list the variety of toys available.
6. Explain how toys are used in play. (C.)	. safety.	Discuss how specific toys can aid in developmental tasks, and in social, intellectual and emotional learning.
7. Identify safety features to be considered when choosing toys. (C.)		Show filmstrips on safety in toys. Identify the safety features in toys. Have students create a "Toy Safety" checklist, rating examples of toys.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
8. Describe important elements involved in establishing a child's routines. 9. Relate the importance of routine to child development.	Establishment and maintenance of routine are important in child development: . sleep or rest; . meal patterns; . hygiene; . clothing; . play.	Invite a parent and child, aged six months to four years, to the class to discuss caring for a child. Have students list and describe routines involved in caring for children: sleep, meal patterns, hygiene, clothing, play. Students can interview a person who cares for children about children's daily routines. Discuss similarities, differences in, and importance of establishing and maintaining routines.
10. Explain that children express feelings in a variety of ways. (C.) 11. Describe the differences among reward, discipline and punishment. (C.)	Establishment and maintenance of discipline is important to a child's development: . feelings and behavior; . effective approaches; . consistency.	Have students create a Behavior/Feelings Bulletin Board: collect cartoons and pictures from newspapers and magazines that illustrate examples of children's feelings. Group illustrations on the bulletin board with identifying labels for each behavior shown. Define reward, discipline and punishment. Have students role play the same situation with three approaches: reward, discipline, punishment. Discuss the effectiveness of each response.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
12. Explain why consistency is an important element of discipline.		Discuss the importance of consistency when dealing with children.
D. CARING FOR YOUNG CHILDREN The student should be able to:		
1. Generalize that child care involves responsibility and knowledge of supervision and guidance of children. (C.)	Ability to care for young children requires knowledge and personal responsibility.	Ask students to create a babysitting kit, using the knowledge gained from the study of child development. Include: record sheet with telephone numbers; safety checklist; equipment and materials for creative play; chart for child's daily routine listing sleep, meal patterns, hygiene, clothing, health care.

NUTRITION AND FOODS

I. THE INDIVIDUAL AND FOOD NEEDS

MAJOR OBJECTIVE: To relate the selection of foods to the needs of individuals.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. BASIC FOOD NEEDS OF INDIVIDUALS The student should be able to:		
1. Identify personal eating habits.	Individual food needs vary according to age, size, general health and activities.	Ask students to complete an inventory of personal eating habits. Discuss and compare eating habits contrasting feelings of well-being during seasons and during periods of high and low activity.
2. Explain the relationship of eating habits to health. (C.)		Discuss how eating habits affect personal appearance, vitality and growth.
3. Identify nutrient groups. (C.)	Food provides essential nutrients for health: . protein; . carbohydrates; . vitamins; . minerals; . fats; . (plus) water.	Have students discover the presence of specific nutrients using: . iodine and cornstarch solution for Vitamin C; . iodine for starch and sugar; . burning for protein and minerals; . brown paper for fat; . Benedict's solution for sugar; . drying or reconstituting for water.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Explain basic functions of nutrient groups. (C.)		Students can chart the nutrient groups contained in the foods prepared in the lab, purchased in the cafeteria or from the vending machines. Discuss the basic functions of nutrients. Create a class poster, story or game that illustrates nutrient functions.
B. FOOD INTAKE PATTERNS The student should be able to:		
1. Identify the components of Canada's Food Guide, including extras. (C.)	Canada's Food Guide provides reliable food choices for good nutrition: . milk and milk products; . meat and alternates; . breads and cereals; . fruits and vegetables.	Have students arrange products, pictures, or models of food into the four food groups plus extras.
2. Identify the main nutrient in each food group.		Students can group food or food models according to main nutrient using comparison charts and bar graphs.
3. Describe how Canada's Food Guide enables one to make food choices for good nutrition. (C.)		Ask each student to list daily food intake. They can categorize selections into the four food groups and compare with Canada's Food Guide. Ask students to list foods missing and suggest ways to include missing foods.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Relate the importance of breakfast to meeting the day's food needs.	Canada's Food Guide provides a daily eating plan to help people of all ages choose their food wisely.	Review daily food needs. Ask students to explain how breakfast can meet one-quarter of the daily food needs. Each student can list morning food intakes and compare with Canada's Food Guide. Have students role play the effect of missing morning foods, or illustrate with cartoon drawings.
5. Demonstrate the application of Canada's Food Guide in planning nutritious breakfasts. (C.)		List a variety of breakfast foods. With the class, arrange in groups according to Canada's Food Guide. Plan breakfast menus for three families with different needs.
C. SENSORY INFLUENCES OF FOOD The student should be able to:		
1. Describe how personal experiences influence the individual's food preferences.	An individual develops food preferences through different sensory experiences: . flavors; . colors; . aromas; . temperatures; . sounds; . textures.	Ask students to list and explain food likes and dislikes in each food group. Discuss preferences in relation to family, culture and religion.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Discover the wide variety of flavors and combinations of foods. 3. Demonstrate the effect of sensory qualities in the selection and preparation of food.		Have students sample a variety of foods to determine their sensory qualities (flavor, temperature, texture, color, aroma and sound). Students can plan and prepare foods with sensory appeal. Discuss the sensory appeal of foods prepared in the lab. Suggest changes.

II. THE CONSUMER AND FOOD

MAJOR OBJECTIVE: To apply the decision-making process in planning and purchasing food.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. BECOMING AN INFORMED CONSUMER The student should be able to:		
1. State that every individual is a consumer. (C.)	Consumer choice is affected by an ever-increasing variety of market forms of food: . fresh; . frozen; . dried; . canned.	Discuss: "Who is a consumer?" or "How do you become a consumer?" Have students make lists of purchases made to satisfy personal needs and wants. Compare lists. Explain the difference.
2. Identify market forms of foods. (C.)		Have students select a food (e.g., potatoes, apples) and list the market forms that are available. Discuss differences in appearance, storage, taste and use. Students can prepare a food dish using different market forms of one food item (e.g., potatoes: fresh, frozen, dried, canned).
3. Explain the information on a food label. (C.)	Labels provide information that may assist the consumer in making choices.	Ask students to collect labels from different foods and list the information provided. Discuss the

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		importance and sequence of each item.
4. Differentiate among market forms by using the information on the label.		Discuss differences among market forms as described on the label.
5. Compare forms, sizes and costs of packages.		Display a variety of package forms and sizes. Compare the relative costs, form, use and storage.
B. DECIDING WHAT TO BUY		
The student should be able to:		
1. Identify how personal values and goals relate to food choices.	Values and goals influence food choices.	Ask each student to list three short-term personal goals. Rate importance to show the values placed on them (1, 2 and 3).
		List personal goals common to the class.
		Discuss the meanings of the terms "values" and "goals."
2. Explain how personal goals influence food choices.	Nutritious food assists in reaching personal goals: . health; . fitness; . appearance.	Ask students to state how food choices reflect specific values. Discuss how food contributes to each of the personal goals identified: health, fitness, appearance.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Explain why snack foods should be nutritious. (C.) 4. Explain that snacks are a part of the day's food choices (C.)	A knowledge of nutrition is necessary when choosing snack foods.	Describe eating habits: meals and snacks. List factors which influence the choice of snacks. Have students list snack foods eaten regularly. Identify snack foods as nutritious and non-nutritious. Group snacks according to Canada's Food Guide. Individual students can evaluate personal decisions made concerning the choice and purchase of snacks.

III. THE PREPARATION AND SERVICE OF FOOD

MAJOR OBJECTIVE: To plan, prepare and serve nutritious foods.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. MANAGEMENT IN FOOD PREPARATION The student should be able to:		
1. Identify work areas. (C.)	Management of resources simplifies the preparation and service of food: . work areas; . equipment; . organization; . safety precautions; . sanitary measures.	Examine the work areas for storage, preparation, serving and cleanup places.
2. Explain the use, care and placement of equipment. (C.)		Examine the equipment found in the kitchen. Use a treasure hunt game to identify equipment. Discuss equipment use, care and placement in relation to the work area.
3. Generalize that appliances and utensils are designed for a special purpose and should be used and cared for according to manufacturer's directions.		Discuss the use and care to be given to equipment; e.g., glass, wooden, enamel, acrylic, electrical, gas, microwave, electric cords.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Relate organization to setting goals and working cooperatively to achieve them. (C.)		Develop a class activity that schedules time and distributes responsibilities.
5. Identify potential hazards in the kitchen. (C.)		Ask students to use a case study, filmstrip, poster, picture, to identify and illustrate potential hazards.
6. Demonstrate the application of safety precautions to identified hazards. (C.)		Identify safety precautions in the room. With the class, develop a checklist to rate safety practices. Students should practice using the checklist when preparing food.
7. Explain the importance of sanitary practices.		Have students use a case study, filmstrip, or poster to identify and illustrate sanitary practices in personal hygiene, handling food, washing dishes, cleaning work areas, storing food, and disposing of refuse. Develop a class checklist of sanitary practices to be followed when preparing food.
8. Demonstrate the application of management skills in the preparation of food products.		Select activities for the class which include the planning and preparation of a food product.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Ask students to rate personal work habits and identify skills requiring improvement.
B. PREPARATION OF FOOD The student should be able to:		
1. Identify the information that a recipe provides.	Preparing food requires many abilities and skills:	Have students identify and list the information provided in a recipe.
2. Explain terms used in recipes.	. reading a recipe; . understanding terms; . following directions; . measuring accurately.	Ask students to locate and define terms used in recipes. Using a word scramble game, match terms and definitions.
3. Select standard units and techniques to measure specific ingredients. (C.)		Demonstrate the measurement of specific ingredients. Have students prepare a product from a simple recipe that requires measuring, mixing and following directions.
C. FOOD SERVICES AND SOCIAL PRACTICES The student should be able to:		
1. Describe a variety of ways in which meals are served.	Several factors enhance the enjoyment of meals:	Have the class brainstorm and list places and ways foods are served at home, in restaurants, fast food

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	. tablesetting; . food service; . table manners.	services, cafeterias, socials.
2. Describe principles of tablesetting.		Display illustrations of table-settings for various occasions. Emphasize table cover, arrangements of flatware, comfort and convenience of family or guests. Discuss principles of tablesetting. Have students arrange tablesettings appropriate to selected menus.
3. Identify acceptable manners which ensure a pleasant, comfortable atmosphere at mealtime.		Have students describe or illustrate acceptable manners and table courtesy or etiquette. Discuss how table manners reflect an individual's personality.

I. THE INDIVIDUAL AND CLOTHING

MAJOR OBJECTIVE: To explore the significance of clothing to the individual.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. CREATING AN IMAGE The student should be able to:		
1. Identify factors contributing to an individual's appearance.	Personal appearance is affected by many factors: . body shape and size; . posture; . facial expression; . grooming; . clothing.	Make a class bulletin board/collage of pictures that show factors contributing to an attractive appearance. Have students describe favorite outfits and determine the reasons for the choices. What images are created?
2. Identify different visual aspects of clothing.	Clothing is a reflection of the individual: . culture; . interests;	With the class, generate a list of points noticed about a person's clothing. What is the first impression?
3. Relate a person's interests and activities to the clothing worn.	. activities.	Display pictures of people wearing a variety of clothing types (sports, work, ethnic costumes). Discuss possible interests or activities of the people illustrated.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
B. PROJECTING AN IMAGE The student should be able to:		
1. Explain how clothing affects appearance.	Clothing contributes to appearance: . style; . fit; . care.	Discuss cartoons, pictures or line drawings showing poor clothing choices. Comment on how appearance can be improved by changing the clothing or how it is worn.
2. Explain how to care for clothing to be well-dressed.		Suggest tasks in the daily care of clothing to improve appearance. Discuss who accepts responsibility for these tasks.
3. Describe how clothing affects self-concept.	Clothing affects self-concept.	Have students consider the definition, "Self-concept is your view of yourself." Ask them to think of someone who seems to have a strong self-concept without being conceited, and list the positive aspects of having a strong self-concept. Then, ask them to think of someone who seems to have a weak self-concept and list the less positive aspects. Compare the two lists and discuss such aspects as roles, independence, recognition, insecurity, self-confidence. How does clothing reflect such attitudes about self? Ask each student to create a private image of the person he/she wants to be.

II. THE CONSUMER AND TEXTILES

MAJOR OBJECTIVE: To gain understanding which assists the consumer in making decisions about textile products.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. WARDROBE PLANNING AND PURCHASING The student should be able to:		
1. Identify needs and wants when making clothing decisions.	Clothing decisions involve planning before purchasing: . needs; . wants; . resources.	Have students prepare clothing lists for school, sports and other activities. Find common items.
2. Distinguish between clothing needs and wants.		To clarify needs and wants, have students identify the most important items from the above lists.
3. Relate available resources to clothing decisions.		Discuss kinds of resources available (money, sewing skills, sharing, recycling, stores).
4. Identify consumer responsibilities.	Information and courtesy are the responsibility of consumer and salesperson.	Develop a class list of information expected of a consumer (knowing what is wanted in terms of quality, quantity and cost).
5. Identify responsibilities of a salesperson.		List information and characteristics expected of a salesperson (knowing about stock, courtesy).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students act out the roles and the courtesies of the shopper and of the salesperson in a variety of situations (trying on or returning a garment, different personalities).
B. FABRIC FINDINGS The student should be able to:		
1. Explain that fabrics are made from fibers and yarns. (C.)	Fibers are used in the construction of textile fabrics: . fiber; . yarn; . fabric.	Display three swatches of fabric--woven, knit and felt. Have students unravel knitted and fray woven fabrics to show they are made from yarns, untwist the yarns to get fibers and pull apart the felt to get fibers. Then, have them mount and label a sample of a fiber, yarn and fabric. Include a definition.
2. Demonstrate that fibers are combined to form yarns.		Students can twist fibers from a cotton ball together to make a yarn.
3. Distinguish among the three main methods of fabric construction. (C.)	Fabrics are constructed by different methods: . woven; . knitted; . felt.	Have students classify samples of fabric as woven, knit or felt. Have students practice weaving using paper and finger crochet.
4. Define terms used in describing woven and/or knit fabrics. (C.)		Identify parts of a piece of fabric, using a fabric sample with a finished edge. Have students label a diagram showing fabric directions

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		and define each term.
5. Describe textural properties of woven, knit and felt fabrics.	Fabric properties are influenced by fabric construction: . stretch; . fray, ravel; . textures.	Have students identify textural properties of fabric swatches (soft, smooth, rough, slippery). Have students prepare and label a swatch chart of common fabrics and suggest uses for these fabrics.
6. Identify the types of products that could be made from these fabrics. 7. Select fabrics suitable for sewing projects. (C.)	Selection of fabric depends on project chosen.	Generate a class list of fabric properties suitable for beginning sewing projects (firmly woven or knit, does not fray easily, solid color, medium weight). From a display of a variety of fabrics, have students match fabrics to projects and state why.

III. CONSTRUCTION OF TEXTILE PROJECTS

MAJOR OBJECTIVE: To gain an understanding and appreciation of the skills and personal satisfaction derived from constructing textile products.

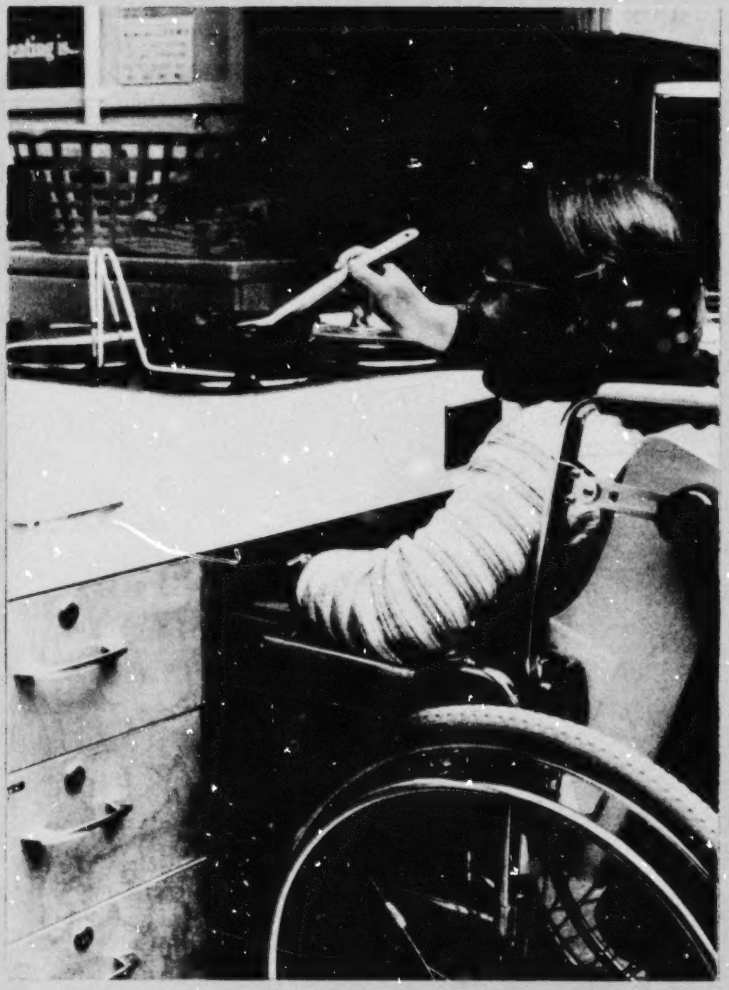
OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. PROJECT PLANNING AND PREPARING The student should be able to:		
1. Identify reasons for learning sewing skills.	Construction of textile projects provides opportunities for participating in creative experiences and developing useful skills: . reasons for sewing; . student responsibilities; . equipment safety.	Suggest situations or reasons for developing sewing skills (repairs, improved fit, cost, personal pleasure, alterations to garments, personal look).
2. Demonstrate an understanding of the importance of sharing space and equipment. (C.)		Have students identify the facilities and equipment which must be shared. Ask them to plan steps in projects to encourage sharing equipment.
3. Demonstrate the ability to accept responsibility for tasks assigned. (C.)		List the clean-up duties for individuals and the class. Students should take turns completing monitor duties.
4. Demonstrate the application of safety habits. (C.)		Discuss the importance of safety. Identify habits that are critical (turning off iron, use of shears).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students prepare and display a chart of safety reminders to be followed when sewing. Have students use a check list to suggest ways to improve personal safety habits.
5. Select, use, and care for equipment efficiently. (C.)	Choosing equipment and supplies to suit the purpose makes sewing easier.	Identify examples of small equipment in the home economics lab. Students can group items according to use: measuring, cutting, marking, pressing. Discuss use, efficiency and care of equipment. Demonstrate the use, care and storage of an iron.
6. Select suitable supplies for sewing projects. (C.)		Give the students a list of sewing-related tasks and ask them to identify the pieces of equipment to use (attaching patterns to fabric, removing stitches).
B. <u>CONSTRUCTION TECHNIQUES</u> The student should be able to:		
1. Demonstrate basic hand sewing techniques.	Basic hand sewing techniques are used in construction of textile projects: . basting; . hemming; . closures.	Have students suggest techniques to use for a project to wear well and for a pleasing appearance.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students make samples of different stitches and use of closures (buttons, snaps, hooks, eyes, fasteners). Students should check their samples for: small stitches, even in length, neat, continuous, straight, fastened securely and matched in color.
2. Demonstrate the application of hand sewing techniques on a project.		Have students make simple projects using a hand sewing technique or embroidery stitches.
3. Identify the parts of the sewing machine. (C.)	Ability to use the sewing machine is basic to developing construction skills: . parts and purpose;	Prepare a diagram of the sewing machine and ask students to label it.
4. Explain the purposes of the sewing machine parts. (C.)	. posture and correct handling; . threading and bobbin winding; . guiding while sewing; . tension; . cleaning.	Have students thread a sewing machine. Ask students to describe the function of various parts of the sewing machine.
5. Demonstrate use and daily care of the sewing machine. (C.)		Demonstrate the use of a machine and give step-by-step directions. Have students practice: a) posture and correct handling of the machine; b) threading; c) winding bobbin;

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		d) guiding while sewing; e) stitching forward and backward; f) pivoting at corners; g) changing stitch length; h) care: removing lint from bobbin case; i) sewing a plain seam; j) adjusting tension. Students can use practice sheets to develop skills on the sewing machine.
6. Identify construction steps to be followed when using simple patterns. (C.) 7. Demonstrate the acceptance of responsibility for completion of project. (C.) 8. Identify pattern symbols. (C.) 9. Demonstrate the application of basic sewing techniques to construct a project. (C.)	Knowledge about easy patterns simplifies the planning and construction of sewing projects: . use of patterns; . pattern symbols; . fabric preparation; . layout, cutting and marking; . stitching and finishing; . responsibility for project.	Make a progress chart listing construction steps for a project. Students can check off each stage as the technique is finished. Include: fabric and pattern preparation, pinning pattern to fabric, cutting and marking fabric, sewing steps, and pressing. Have students use a pattern to find the different pattern symbols. With the help of a text, chart or guidesheet, they can record the name and use of each symbol. Students can construct simple project(s) using basic sewing techniques. Ask them to consider creative ways to vary the appearance.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
10. Appraise the quality of construction of a textile project. (C.)	Ability to judge quality of construction assists in purchasing textile products.	Have groups of students list characteristics to look for when rating a project or ready-made garment. Using a scorecard, students can judge quality of construction in a project. Ask students to examine a purchased article, using scorecard.



HUMAN DEVELOPMENT

I. ADOLESCENCE

MAJOR OBJECTIVE: To gain an understanding of factors that influence human behavior during adolescence.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. HUMAN NEEDS The student should be able to:		
1. Identify basic needs of human beings. (C.)	Knowledge of human needs is basic to understanding one's self: . physical; . social; . intellectual; . emotional.	Have students accumulate pictures, poems, or sayings depicting basic human needs, and the forces influencing those needs.
2. Identify forces influencing human needs. (C.)		Develop a class poster based on clippings to illustrate the forces influencing human needs.
3. Generalize that knowledge of human needs is necessary to understanding one's self.		Show a film or filmstrip outlining human needs and their effect on individual development.
B. DEVELOPMENT OF THE ADOLESCENT The student should be able to:		
1. Distinguish between puberty and adolescence. (C.)	Knowledge of changes occurring in adolescence is basic to understanding one's self:	Have students collect definitions of puberty and adolescence from a variety of dictionaries. Brainstorm

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	. puberty vs. adolescence; . physical changes; . hygiene; . intellectual and emotional development; . social development.	for a definition of puberty and adolescence. Show a film or display books on the emergence of adolescence. Discuss the evolutionary process of adolescence; the similarities and differences between adolescents today and in the past. Discuss the age differences in puberty in past generations and puberty today.
2. Describe physical changes that occur during adolescence in male and female bodies.		Show a film or filmstrip illustrating changes in physical development occurring during adolescence. Have students complete a chart depicting body changes in males and females.
3. Relate physical changes occurring during adolescence to hygiene and grooming.		Have students define hygiene and grooming. Discuss and list routines which will assist in good grooming and hygiene practices. Guest speakers - Have a hair stylist/cosmetician visit the class to discuss and illustrate topics in hair and skin care, cosmetic application and creative hair styling.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Invite a flight attendant to discuss the importance of good grooming and hygiene practices.
4. Describe how changes in intellectual and emotional development affect one's sense of self.		Discuss how the thinking processes of an adolescent are different from a child's. Discuss the process of "description" used by an elementary school child and the "explanation" used by an adolescent. Discuss the emotional shifts that occur during adolescence, in parent-to-adolescent relationships, and male-female friendships. Explain how these changes affect one's sense of self, using case studies, interviews.
5. Describe how changes in social development affect one's sense of self.		Have the students observe a group of children at play in the home, in playgrounds and daycare centres. List the differences. Ask students to discuss with their families the activities in which they were involved as pre-schoolers. Have them answer the following questions: How did you react to different socializing demands? Did you enjoy imitating some of your parents' activities? Were you a carbon copy of an older brother or sister, or a parent?

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have each student prepare a collage using pictures or words to describe him/her as a person, and the influences in his/her socialization. Have students interview parents or invite a panel of parents to the classroom to find out their experiences in being a model for their children and in learning from their children.
6. Explain how physical, intellectual, social and emotional changes are related to one's sense of self. (C.)		Each student can prepare a lifeline, marking on it all the significant happenings in life, beginning with birth. Students can compare lifelines with classmates. What similarities are there? . . . what differences? Have students compare feelings about similarities and differences. Construct a group lifeline for adolescents in general.
C. DEVELOPMENT OF SELF-CONCEPT The student should be able to:		
1. Generalize that humans possess five senses.	Self-concept results from the interaction with physical, social, emctional and intellectual growth processes and feedback from significant others.	Ask students to identify and describe the five senses: sight, sound, touch, taste and smell. Set up short experiments for students to experience the five senses. Have students record experiences and discuss feelings during the testing

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		experience. Discuss individual differences in perception.
2. Describe how perceptions are established through senses. (C.)		Discuss and compare how each individual reacts to the different sensations. Discuss how disabled individuals learn to compensate for their disability. Discuss how physical disabilities are a dysfunction of one of the senses.
3. Relate perceptions to the creation of a unique self-concept.		Show a film or filmstrip on self-concept. Discuss and evolve a definition of self-concept. Have students write paragraphs considering the following questions: Do you like your name? What does a name say about a person? How do you feel if people forget names? What nickname do you have? Why? Discuss how individual perceptions affect self-concept.
4. Generalize that perception of one's self leads to a better understanding of self and others. (C.)		Each student can prepare an autobiography. Have them begin by listing personal knowledge of self: likes, dislikes, habits, activities proficient at, areas for improvement, new things to do or learn.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students complete open-ended sentences: What people like most about me is . . .; I like to have my picture taken when . . .; I think that in the future I will . . . . Have students write a letter of introduction to a fictitious pen pal. Ask small discussion groups to devise ten questions to ask the fictitious pen pal to gain an insight into the concept of self, attitudes and behavior towards others, openness and flexibility. Topics to include: feelings on physical changes, perceptual abilities, capabilities.
5. Explain how perception of self affects interaction with others.		Generate a class list of the important people in an individual's life. Ask students to describe the ways these people contribute to an individual's self-concept and ability to interact with others.
6. Identify strengths of human beings.	Knowledge of the maturation process leads to a greater understanding and acceptance of self: . individual strengths; . responsibility; . independence; . self-respect.	Debate the following, "How we feel about ourselves does/doesn't affect how we feel about and interact with others. Read stories or parables illustrating personal strengths.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
7. Describe how a knowledge of personal strengths contributes to self-concept. (C.)		Brainstorm and list human strengths. Have students list individual strengths and comment on how these strengths contribute to self-concept. Using the compiled list, students can role play or prepare a puppet theatre to depict a visit to the doctor/dentist; first job; injury or illness in the family; or studying for a test. Ask students to give examples of how a negative self-concept may cause difficulties for an individual when conversing with others, admitting he/she is wrong, expressing feelings, accepting constructive criticism, expressing ideas that differ from other people's. Show or play a filmstrip or tape on listening. Students can prepare a short article for a teen magazine on learning to listen, answering the following questions: Are you a talker or a listener? When do you change from being a talker to a listener? Is your closest friend a talker or a listener or both? What is a good listener? How would you like to be?

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
8. Relate the acceptance of responsibility to increased independence. (C.)		Discuss and generate reasons for school restrictions and rules. Ask; How can following rules lead to greater independence?
9. Summarize the components of self-respect.		Discuss issues and feelings about cheating, stealing, lying, responsibility for homework or housework, smoking, drinking or use of drugs. Have students write a paragraph describing a situation in which they were treated with genuine concern and respect by another. Describe how this made them feel and what results it had. Then, ask students to define self-respect.
D. COMMUNICATION The student should be able to:		
1. Distinguish among verbal, non-verbal and symbolic communication. (C.)	Communication skills are a component of the maturation process.	Verbal Communication Read a dictionary or encyclopedia description of an unusual animal or object and have each student draw their own representation of the description. Compare drawings.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Read poems describing human emotions such as anger, fear, love, hate. Examine feelings after hearing these poems. Have students prepare a collage of pictures displaying emotions, using examples of different age groups, cultures, animals. <u>Non-Verbal Communication</u> Symbolic: Show pictures of symbols representing institutions or companies. Discuss what symbols represent. Show examples of different traffic or bilingual road signs. Have students design new traffic signs. Body Language: Ask the class to create and label a bulletin board display of pictures illustrating body language which indicates an expression of emotions or feelings. Select some students to dramatize feelings or emotions and others can guess the "message" they are conveying. Discuss how easy or hard

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		it may have been to present these messages.
2. Explain the process of communication. (C.)		Ask students to collect or draw cartoons to illustrate the process of communication. Have students compose and label a diagram of the process, using the components of sender, receiver, message, media, feedback.
3. Identify barriers that exist in communication.		Use communication strategies or filmstrips illustrating such barriers to communication as bias, prejudices, stereotypes, handicaps, fear of rejection, fear of criticism, lack of vocabulary, not listening.
4. Identify ways in which communication can be improved.		Give students a set of instructions to which they listen with eyes open and with normal background noise. Have them carry out instructions. Then, give them a set of instructions to which they listen with eyes closed and with no background noise. Have them carry out those instructions. Compare how well the instructions were carried out in both instances. Relate the importance of listening to effective communication.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
5. Identify how communication skills may affect interpersonal relationships. (C.)		Read an anecdotal story illustrating parent/child communications. Discuss story in relation to the following statement: "If we don't listen or speak to each other, how will we know about each other?"
E. VALUES AND GOALS		
The student should be able to:		
1. Explain the terms: values, attitudes and beliefs. (C.)	The maturation process involves knowledge of one's values, attitudes and beliefs.	Present the class with a "Values Tray" (a tray holding a variety of different items--car keys, make-up, money, an apple, textbooks, etc.). Have students write down first choice (the rest may be rank ordered). Discuss in class the reasons behind the choices made. Have students define and compare values, attitudes and beliefs.
2. Identify factors influencing values.		Begin with the statement: "No one is born with a set of values, they are learned from _____." Brainstorm to determine who and what has an influence on how we learn our values; e.g., parents, family, school, religious groups, friends, teachers, movies, media.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have students rank influences in order of importance to each individual. Compare values list.
3. Generalize that values may vary from individual to individual.		
4. Distinguish between short- and long-term goals.	Goals are determined by one's values, and are achieved through the use of resources: . human resources; . non-human resources.	Ask each student to prepare a personal goals inventory (long-, intermediate, and short-term) from the following exercise. Set a three-minute time limit for each category. <u>Long-term goals</u> List the goals you would like to accomplish over your lifetime. <u>Intermediate goals</u> List the goals you want to accomplish over the next six months or to the end of the school year. <u>Short-term goals</u> List the goals you would want to accomplish if you knew you were to be struck down by lightning in one week. Discuss the meaning and value of long-term, intermediate and short-term goals.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
5. Generalize that goals vary from individual to individual. (C.)		Students can compare personal inventories and discuss individual differences.
6. Identify the kinds of resources available to the individual.		Formulate lists of human and non-human resources.
7. Describe how resources assist individuals in reaching goals. (C.)		Discuss how resources can assist in reaching one's goals. From the resource list, have students choose what resources may help to attain goals.
8. Summarize the relationship among values, goals and resources.		Have the class create a diagram showing relationships among values, goals and resources. Consider self, family, community, school, work and play.
F. DECISION-MAKING PROCESS The student should be able to:		
1. Generalize that decision-making is an on-going process.	Knowledge of the decision-making process assists in the achievement of an individual's goals.	Each student can compile a "Decision Diary" to record all the decisions made in one day. Prepare a separate list of the hardest decisions to make. Brainstorm how decisions were made; develop an explanation of how difficult decisions were made.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Outline the decision-making process.		With the class, design a decision-making process. Use the process to make decisions on case studies.
3. Explain the relationships among values, goals, resources and decision-making. (C.)		Read a moral decision story. In groups, have students discuss and determine alternatives available in the story. Ask each group to vote on the best alternative; list the consequences.
4. Explain that decisions made affect self and others.		Identify how decisions made by others (parent/teacher) affect oneself. Identify how individual decisions can affect others.
5. Relate decision-making skills to future choices.		Ask each student to develop a flow chart, pictorial representation, or written article for a school newspaper, imagining "My Life" ten years from now, "My Lifework," and "My Lifestyle."

NUTRITION AND FOODS

I. THE INDIVIDUAL AND FOOD NEEDS

MAJOR OBJECTIVE: To relate the selection of food to the needs of individuals.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. BASIC FOOD NEEDS OF INDIVIDUALS The student should be able to:		
1. Identify components of Canada's Food Guide.	Canada's Food Guide provides daily recommendations for each food group: . milk and milk products; . fruits and vegetables; . breads and cereals; . meat and alternates.	Review food groups and recommended daily allowances of each food group in Canada's Food Guide.
2. Identify main nutrients in each food group. 3. Explain the basic functions of nutrients. (C.)	The body uses nutrients from these food groups to build and maintain tissues, regulate body processes, and provide energy: . protein; . carbohydrates; . vitamins; . minerals; . fats; . (plus) water.	Review or pretest. Discuss basic nutrient functions using rhymes, poems, stories, a film or filmstrip.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
B. FOOD INTAKE PATTERNS The student should be able to:		
1. Use Canada's Food Guide to plan daily food intake in terms of good nutrition. (C.)	Individuals meet recommended daily requirements by following Canada's Food Guide.	Have students complete a 24-hour recall. Compare day's food intake with Canada's Food Guide to determine whether daily requirements were met.
2. Explain how lifestyle affects food intake patterns. (C.)	Individual and family lifestyles influence food intake patterns.	Using case studies, discuss different lifestyles represented. Show how each influences food intake patterns of family members. Discuss individuals' responsibility for food choices. Describe food habits in terms of lifestyle: late riser, breakfast skipper, bus student, athlete, snacker, vending machine user. With the class, plan a menu for a day based on the lifestyles described above.
3. Describe the contribution of snack foods to daily food intake. (C.)	Snack foods contribute to an individual's daily food intake.	Have each student list snack foods eaten in one day. Analyze contribution made to daily food intake. Have students prepare a variety of nutriticus snacks. List the

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		nutrients in each snack. Discuss how these snacks contribute to daily food intake.
C. SENSORY INFLUENCES OF FOOD The student should be able to: 1. Identify sensory qualities of food.	Pleasing combinations of food add attractiveness and stimulate the appetite: . sensory qualities; . methods of preparation.	Set up five stations related to the senses. Provide several foods to sample at each station. Demonstrate food combinations which meet the sensory needs of people, using food, food models, or illustrations. Have the class plan and arrange a bulletin board display illustrating foods that are sweet, sour, salty and bland.
2. Explain the relationship of the senses to food preferences. (C.)		Use a word-association exercise.
3. Compare new and familiar foods.		Have students taste unfamiliar foods from each of the four food groups and compare likes and dislikes.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Demonstrate the application of knowledge of sensory qualities to increase appeal and aesthetic enjoyment of food. (C.)		Have students prepare familiar foods with different seasonings. Students can prepare a variety of edible garnishes to add interest and appeal to food. Have students plan and prepare a meal to include a variety of flavors and a balance of textures.

II. THE CONSUMER AND FOOD

MAJOR OBJECTIVE: To apply the decision-making process to the planning and purchasing of food.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. BECOMING AN INFORMED CONSUMER The student should be able to: 1. Identify the resources in a family. 2. Distinguish between human and non-human resources in a family. (C.)	An informed consumer should be aware of resources available when making decisions about food: . human resources; . non-human resources.	Generate a class list of resources available to a family when making decisions about food and nutrition (e.g., skill, energy, money, time, stores, equipment). Categorize resources listed into human and non-human. Ask students how each resource affects food decisions.
B. ENERGY CONSERVATION IN FOOD PREPARATION The student should be able to: 1. Identify energy-consuming steps in the food production industry and ways to limit these steps. (C.)	Planning, purchasing and preparing food affect energy use: . food production;	With the students, trace the path of a food from production to consumption. Determine energy-consuming steps.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	. food preparation; . energy-efficient appliances.	Create a class bulletin board display to illustrate the above story about the path of a food from production to consumption. Ask students to suggest ways to limit steps in order to conserve energy.
2. Identify ways to use energy efficiently in the kitchen.		Generate class suggestions of ways to use energy efficiently by using time-work plans, avoiding fuel waste, using cooking utensils, etc.
3. Plan and prepare nutritious, tasty and attractive meals that require little use of non-human energy. (C.)		Brainstorm for a list of ways in which foods can be prepared that conserve energy (e.g., serve raw vegetables, don't overcook, serve foods that are packaged in reuseable cartons). Have students plan and prepare a nutritious meal for a day when the power goes off.
4. Identify the energy-saving advantages of the different appliances that are available.		Discuss energy-saving appliances and ways to use them most efficiently. Have students prepare a recipe using several different appliances (e.g., beef stew in a slow cooker, pressure cooker and dutch oven, and compare the results).

III. THE PREPARATION AND SERVICE OF FOOD

MAJOR OBJECTIVE: To prepare and serve nutritious foods.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. MANAGEMENT IN FOOD PREPARATION The student should be able to:		
1. Identify the work areas in a kitchen.	Management skills simplify work in the kitchen: . arrangement of work areas; . use of equipment; . use of recipes.	Using a check list, review work areas and arrangement of equipment, appliances, utensils and tools.
2. Select equipment for a specific recipe.		Ask students to select equipment for a specific cooking procedure. Explain how the material (glass, enamel, steel, wood and others) influences the use, care and appearance of the equipment.
3. Explain the terms and instructions used in recipes.		Have students select a recipe, read it carefully, and list ingredients, terms, equipment, time for preparation and methods of cooking.
4. Demonstrate the application of the rules of safety and sanitation when preparing food in the lab and at home. (C.)	Attention to sanitary and safety practices contributes to family health and safety.	Develop a list of safety and sanitary rules to follow when preparing food. Include personal hygiene practices, housekeeping practices, safety precautions.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
5. Identify precautions used to prevent food spoilage.		Explain where, when and how to store foods to prevent food spoilage. List foods that may be stored safely at room temperature, in air-tight containers, and in the refrigerator.
6. Outline individual and group responsibilities to plan, prepare and serve a meal.	Management skills in meal preparation are necessary: . planning; . organization; . evaluation.	Discuss the responsibilities involved in planning menus, selecting food, marketing, preparing and serving food. Divide students into groups, and have them develop a detailed work plan for a group to plan, prepare and serve a meal.
7. Appraise individual and group efforts.		Use a checklist to evaluate individual and group participation in a project.
B. PREPARATION OF FOOD The student should be able to:		
1. Demonstrate the application of accurate measuring techniques.	Recipe interpretation includes measuring accurately, understanding terms, and following directions.	Demonstrate and have students practice measuring flour, shortening, sugar, and a liquid using recommended techniques and equipment. Have students select a recipe and change the amounts to provide a smaller or larger yield. After they prepare the food product, ask them to use a score card to evaluate product and ability to follow directions.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Explain the terms, techniques and equipment used in the preparation of food. (C.)		Review terms and methods used in food preparation. Prepare foods in the lab using equipment and techniques necessary to mince, baste, puree, poach.
3. Identify the functions of ingredients used in food preparation. (C.)	Each ingredient has a basic purpose and contributes a particular characteristic to a product.	Have the class make a chart of the ingredients used in food products and their functions, including flour, leavening agents, shortening, sugar and liquids. Students can plan sample experiments to show the action of baking powder, baking soda and yeast.
4. Identify substitutes for various ingredients.		Have students experiment with different forms of an ingredient and observe changes in the characteristics of a product (e.g., honey and sugar; chocolate and cocoa; sweet milk and sour milk; shortening, lard and margarine).
5. Select the appropriate method of preparation to serve nutritious, attractive and flavorful food. (C.)	Some foods can be served raw but other foods must be cooked to make them safe and appealing.	Discuss what foods can be safely served raw. What foods must be cooked? Plan a demonstration of a food prepared in a variety of ways (e.g., broil, simmer, microwave, braise and steam). Explain how to maintain color, flavor, and nutritional value when preparing food.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
C. FOOD SERVICE AND SOCIAL PRACTICES The student should be able to:		
1. Relate the basic principles of tablesetting and table service to the preparation, service, and enjoyment of a meal.	Appropriate tablesetting and table service contribute to the enjoyment of a meal.	Review basic principles of tablesetting. Discuss the tablesetting for casual and formal gatherings. Have students plan and prepare a menu with appropriate table service for a meal. They should outline a detailed work plan. Using a checklist, have them evaluate organization, time management, food presentation and food service.
2. Demonstrate the application of the principles of good manners to the preparation, service and enjoyment of a meal. (C.)	Manners reflect consideration and regard for others: . sharing tasks; . table etiquette; . conversation; . grooming.	Students can plan and prepare skits showing appropriate table manners and etiquette for: place at the table, contributing to conversation, using table equipment, using the napkin, passing food, using flatware or fingers, and when the meal is finished.

TEXTILES AND CLOTHING

I. THE INDIVIDUAL AND CLOTHING

MAJOR OBJECTIVE: To explore the significance of clothing to the individual.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. CREATING AN IMAGE The student should be able to: 1. Discuss how clothing choices affect feelings about self. (C.)	Clothing worn may affect self-image: . security; . popularity; . attractiveness; . creativity; . self-concept.	Ask students to describe outfits for specific occasions. Discuss feelings evoked by each outfit and reasons for the feelings. Discuss how choice of clothing can contribute to feelings such as security, confidence, popularity, attractiveness, creativity and self-concept.
B. PROJECTING AN IMAGE The student should be able to: 1. Generalize that roles are parts people play.	Clothing and accessories project an image of the self to others: . roles; . clothing for special purposes; . customs and cultures.	Discuss the term "role," in a family, in a play or story, at work. Have students role play selected characters or persons. Lead students to the conclusion that roles are parts people play in certain situations.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Generalize that each person plays several roles. (C.)		Ask students to name different types of roles an individual may have (student, child, brother/sister, grandchild, baseball player, musician).
3. Describe how clothes help us change from role to role.		Have students describe how clothing changes from role to role for family members; i.e., mother to doctor.
4. Identify roles by clothing and accessories worn.		Have students describe clothes associated with special events, jobs or ethnic groups. Ask them to explain why special clothes may be required (protection, identification).
5. Identify clothing for special purposes.		Students can identify different outfits in an individual's wardrobe and give the special purpose for each item.
6. Describe impressions formed about appearance.	Clothing is a reflection of the individual: . impressions; . messages received; . personality.	Show pictures of people dressed in different ways. Ask students to describe impressions formed and identify situations in which the type of clothing worn is of greater or lesser importance (e.g., job, leisure).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
7. Describe messages that are received by clothing worn. (C.)		Ask students to give examples of messages received about an individual by clothing worn. Discuss how one style of dressing can mean different things to different people.
8. Relate personality to clothing selection.		Develop a class list of specific personality traits or interests of friends, including shy, outgoing, athletic, careless, carefree. Discuss how these characteristics may be reflected in clothing selection.
9. Explain how clothing choices are influenced by group decisions. (C.)	Clothing selection is related to group identification and group behavior: . conformity; . acceptance; . group influence.	Show movies and photographs of fashions worn in years past and today. Discuss the fashions worn and why people choose to dress in the fashion of the day or like others.
10. Describe the influence of peer groups on clothing selection and behavior.		Define the term "peer group." Identify peer groups in the school or community. Have students list garments that are worn by one peer group and explain why. Discuss how behavior and actions are influenced by the group.

II. THE CONSUMER AND TEXTILES

MAJOR OBJECTIVE: To gain understanding which assists the consumer in making decisions about constructing and purchasing textile products.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. WARDROBE PLANNING AND PURCHASING The student should be able to:		
1. Explain how personal values affect choice of clothing. (C.)	Personal values affect choice of clothing: . comfort; . conformity; . self-expression; . economy; . self-confidence.	Ask individual students to define values by listing things of importance. Compare lists, noting differences in experiences. Have students rank personal values in order of importance. Discuss how these values affect choice of clothing.
2. Relate clothing needs to wardrobe, interests and activities.	Planning clothing purchases is influenced by needs and resources available: . present wardrobe; . activities; . needs; . resources.	Ask each student to list clothes in his/her present wardrobe. Have them list additional clothing needed for interests and activities. After they decide how much money is available for fabric or clothes, they can compare and discuss clothing in a number of stores or in advertisements. Then, have each student decide what items could be included in their budget.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Identify kinds of resources available for acquisition of a wardrobe. (C.)		In groups, have students list personal resources for clothing. Compare lists. Check for sewing skills, family budget for clothing, clothing from family members, kinds of stores available or mail order.
B. FABRIC FINDINGS The student should be able to:		
1. Explain the terms: fiber, blend and finish. (C.)	Fabric performance is affected by fiber content, method of construction and finish:	Use crossword puzzles or games to review basic textile terms. Have students define and give examples of fibers, blends and finishes.
2. Identify physical characteristics of different fabrics.	. fiber content; . fabric construction; . fabric finishes; . fabric performance.	Using a variety of fabrics of different fiber content, blends, construction and finishes, have students perform several tests (crush, stretch, bubble, reaction to heat, colorfastness absorbency). Divide samples into groups which perform similarly.
3. Describe the advantages of each fiber, fabric construction, fiber blend and fabric finish.		Ask students to identify fiber content and method of construction, and explain the advantages of fiber blends. They can give examples of fabric finishes influencing fabric performance (sanforizing, crease resistance, dyeing). Ask them to suggest a use for each fabric.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Explain how fabric performance is influenced by fiber content, fabric construction and finish. (C.)		Match fabrics with illustrations of different garments and household textiles, based on the information from the performance tests. Relate findings to comfort and natural insulation values of some fibers and fabrics.
C. TEXTILE CARE The student should be able to:		
1. Outline simple methods of regular clothing care and storage. (C.)	Regular clothing care and storage prolong the life of garments.	Have each student make an inventory of his/her clothing and suggest daily or weekly care required for each item. Identify clothing care for which they can accept responsibility. Demonstrate pressing different garments. Brainstorm for a list of ways of prolonging the life of a garment (hanging up clothes, mending, cleaning regularly).
2. Explain the kinds of information found on care labels and hangtags.	Labels and hangtags provide clothing care information for the consumer: . kinds of information on labels; . care labels.	Discuss the information given on a series of care labels and tags. Point out basic care procedures of washing, drying, ironing and pressing, and dry cleaning. Identify additional information about the use of bleach and how to remove stains.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Explain the care labelling symbol system.	Using information on hangtags and care labels enables the consumer to extend the use of textile products.	Have students examine the care label symbols and explain the purpose of symbols. Discuss the importance of care labels made to match a washable material and being permanently attached to a garment.
4. State reasons for following instructions on labels. (C.)		Play a "care label bingo game." Explain how following care instructions helps to extend the life of a garment and stretch clothing resources.
5. Demonstrate the application of appropriate pressing techniques to different fabrics.	Pressing certain fabrics enhances their appearance: . plain versus nap fabrics; . light versus dark colors; . steam versus dry irons.	Demonstrate over- and underpressing different fabrics and parts of a garment (corduroy seams, use of pressing aids). Using samples of fabrics, have students identify the appropriate pressing techniques to use with reference to the fiber content and surface and the original appearance of the fabric.

III. CONSTRUCTION OF TEXTILE PROJECTS

MAJOR OBJECTIVE: To gain an understanding and appreciation of the skills and personal satisfaction derived from constructing textile projects.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. PROJECT PLANNING AND PREPARATION The student should be able to:		
1. Identify the relationship between planning ahead and success of a project.	Planning ahead assists in achieving the best possible results in the construction of a project: . selection of project; . organization of equipment; . use of resources.	Have students select a project involving new skills to learn and skills to improve. They should consider equipment required, ability to use it, time alloted and cost of project.
2. Identify the abilities and new skills required. (C.)	Increasing skills in sewing enables a person to create a greater variety of projects.	From a list of sewing techniques, have students check off skills mastered, skills requiring practice, and skills to learn, based on individual needs and abilities.
3. State the need to practice new skills.		Students should practice skills learned and selected new skills. Provide an illustrated sample with which students can compare their own work.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Select pattern and appropriate fabric and notions for project. (C.)	A successful project depends on individual sewing skills and the selection of appropriate pattern, fabric and notions.	Using fabric samples and pattern envelopes, have students select a pattern, fabric and notions for a specific sewing project.
5. Identify terms and steps involved in preparing fabric for a project.	The completed project is affected by fabric preparation: . on grain; . fabric finish; . pre-shrunk; . pressing fabric.	Have students complete a crossword, wordfind or quiz on fabric terms. Have students examine fabric selected for a project to see if fabric is grain perfect, has an applied finish, is preshrunk.
6. Explain relationship of fabric preparation to project success.		Provide illustrations of results of preparing and not preparing a fabric. Note shrinking, the way fabric hangs, design on grain.
7. Demonstrate the application of recommended steps in fabric preparation.		Demonstrate preparing a fabric for sewing. Then have students prepare fabric for sewing, including pressing before cutting.
B. CONSTRUCTION TECHNIQUES The student should be able to:		
1. Demonstrate the ability to determine accurate body measurements.	Clothing should fit correctly for comfort and desired appearance: . body measurements; . pattern size; . pattern alterations.	Explain why accuracy is important when measuring. Demonstrate taking body measurements. Working in pairs, students can take body measurements needed for projects.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Select a pattern size corresponding to body measurements and body build. (C.)		Using a pattern size selection chart, have students choose a suitable size for body measurements.
3. Select simple pattern alterations necessary for correct fit. (C.)		Explain terms "fit" and "ease." Demonstrate making pattern adjustments (width and length changes). Have students practice on sample patterns, altering pattern as required.
4. Interpret the information on a project instruction sheet.	The project instruction sheet provides helpful information for constructing a project: . views of project; . preparation of pattern and fabric; . markings; . cutting layouts; . instructions for machine or hand work.	Using project instruction sheet, have students list the special directions outlined.
5. Outline a step-by-step plan for the construction and completion of a project.	Planning the steps involved in the construction of a project helps to organize work and use time effectively.	Students should map out steps in construction to be completed daily, including special construction skills, seam finishes, hand sewing and decorative stitches.
6. Demonstrate new skills learned in completing a project successfully.	Acquiring new skills and completing a project successfully provides personal satisfaction.	Have students use a scoreboard, checklist or illustrated sample to evaluate project. They should consider previous experience in making the evaluation.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
7. Relate personal satisfaction to the successful completion of a project. (C.)		Have students write a description of project to accompany modelling or display. Discuss the place of project in wardrobe, activities, as a gift, or specific use.

IKINGS

HUMAN DEVELOPMENT

I. THE FAMILY

MAJOR OBJECTIVE: To gain an understanding of how relationships affect ourselves and others.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. HUMAN NEEDS The student should be able to: 1. Identify basic needs of human beings. (C.) 2. Identify forces which influence human needs. 3. Outline role of family in meeting basic needs of the individual members. (C.)	Knowledge of human needs is basic to an understanding of one's self and others: . basic human needs; . forces influencing human needs; . role of family.	Discuss and chart class suggestions of basic human needs and the forces influencing those needs. As an on-going evaluation, have students begin a diary by preparing a personalized booklet to be maintained throughout the course. Entries can be pictures, songs, poetry, drawings, writings. Personal diary page 1. "I need . . . ." Discuss how human needs are met by family.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Relate a knowledge of human needs to an understanding of one's self and others.		Discuss how an understanding of human needs can help each individual understand one's self better. Have students role play a variety of situations which depict an inability to meet physical needs, in order for them to experience a personal involvement and reaction. Use devices such as blind walk, temperature change, sensory experience. With the class, summarize reactions and formulate a theory from discussion findings.
B. RELATIONSHIPS IN THE FAMILY The student should be able to:		
1. Identify various types of family groupings. (C.)	The family influences the relationships among its members: . type of family; . stage in life cycle; . family values; . family responsibilities; . family roles.	Have students describe television or comic strip families. Ask them to identify different family groups. Personal diary page 2. "My family group is . . . ."
2. Describe the family life cycle. (C.)		Discuss developmental stages of the family and have students create a bulletin board display depicting the stages in the family life cycle.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Describe how an individual may be affected by type of family grouping and stage in the family life cycle. (C.)		Individual groups can study a specific stage of the family life cycle. Discuss concerns related to one particular stage of the family life cycle. Read articles about different forms of the family. Discuss and prepare a class list of varying family forms. Personal diary page 3. "If my family were . . . ." Students can complete page 3 of the diary by stating how their lives would be affected if family grouping was different, or they were in another stage of the family life cycle; e.g., child is born, older sister leaves for college.
4. Identify different family values, activities and customs.		Discuss how families are similar and how they differ in their values, activities and customs (e.g., holiday rituals).
5. Identify responsibilities of family members to each other and to the family unit.		Have students identify responsibilities within own family and family's responsibilities to the individual. Compare responsibilities of various family groupings. Discuss responsibilities if both parents are employed, there are younger siblings in the family,

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		members are actively involved in sports or community activities.
6. Identify various roles present within the family. (C.)		Discuss various roles within a family: parent, child, sibling, grandparent, or others living in the family structure. Prepare a class checklist of family roles, responsibilities and duties. Identify those done by parents, children, grandparents and others. Compile a class profile on roles of parents, children, grandparents and others in the family. Personal diary page 4. "My role in the family is . . . ."
C. COMMUNICATION The student should be able to:		
1. Identify the modes of communication: symbolic, verbal, non-verbal.	Effective communication is an important aspect in the development of positive family experiences: . modes of communication; . patterns of communication; . communication barriers; . improving communication.	Show film, filmstrip, slides depicting communication modes. Identify and discuss modes used.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Identify different communication patterns within the family. 3. Interpret factors leading to communication breakdowns. 4. Describe how communication can be improved. 5. Explain the importance of open communication within the family to maintain a positive family experience. (C.)		Create a class poster diagramming family constellations in the individual's home. Draw arrows connecting communication links to indicate interaction patterns between family members. Show a film or read stories about communication breakdowns. With the students, generate a list of communication breakdowns occurring in each situation and factors contributing to the breakdown. Simulate communication breakdowns through role playing skits or case studies and discuss methods for positive communication. Outline process of group dynamics and illustrate through puzzles or games. If possible, videotape communication of individuals within each group; play back at conclusion of activity. Students should evaluate group performance and individual interaction patterns. Discuss why open communication is important. Personal diary page 5. "I can talk to my _____ because . . . ."

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
D. RELATIONSHIPS WITH PEERS The student should be able to: 1. Identify peers and peer groups. (C.) 2. Explain how peers and peer groups can influence individuals and affect families. (C.) 3. Explain how male/female relationships can affect family interaction. 4. Describe and interpret inherent forces existing in male/female relationships.	Peer group relationships are a significant factor in an individual's development: . peer groups; . peer influence.	Define "peer" and "peer group." Personal diary page 6. "My peer group is . . . ." Using puppets, have students role play peer group/family activities that deal with differing attitudes, values and behavior: babysitting, curfew, dating, drinking, shoplifting, smoking, sports, working. Show a film or filmstrip or read case studies illustrating male/female relationships; respond to each situation. Compile a class list of inherent forces existing in male/female relationships: Forces | Effect on Individual | Effect on Family

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
E. RELATIONSHIPS WITHIN THE COMMUNITY The student should be able to:		
1. Describe the immediate environment and how it functions. (C.)	Immediate and community environments can affect relationships within the family: . immediate environment; . community resources; . community relationships.	Define "immediate environment." Have students list components of immediate environments: school building, church, community club, drug store. Invite speakers to class to discuss various functions within school building: principal, secretary, teacher, custodian, social worker, guidance counsellor, coach, student, council member. Discuss the role of the student in school operation.
2. Explain what constitutes a community.		With the class, take a walking tour of a community. Have students list components and draw a map of the community. Personal diary page 7. "My community is . . . ."
3. Describe available resources in a community.		Develop a class list of resources available in community.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Explain how individuals can influence their community. (C)		Discuss and list how individuals affect their community.
5. Outline decision-making process for implementing a community program.		Have students prepare decision-making outline for implementation of a community project.
6. Demonstrate the application of decision-making skills to developing a plan of action.		From the decision-making outline, have students develop a plan of action to prepare a community project.
7. Appraise relationships of adults and adolescents in the community.		Discuss the working relationships between adults and adolescents in the community: store owner/student; coach/hockey player; youth leader/adolescent; employer/employee.
F. RELATIONSHIPS OF SELF WITH OTHERS The student should be able to:		
1. Describe relationships between self and others in family and community. (C.)	Knowledge and understanding of human development provides a basis for positive interaction with self and others.	Personal diary page 9. "Dear _____." Have students write a letter to be mailed back within a prescribed time period (4-5 years). Describe: self; family situation and stage; personal interests; school; home; community; future aspirations; dreams.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Have each student prepare a collage from pictures, cartoons, printed words to illustrate his/her development to date, and current and future aspirations for interactions with family, friends.

NUTRITION AND FOODS

I. THE INDIVIDUAL AND FOOD NEEDS

MAJOR OBJECTIVE: To relate the selection of foods to the needs of individuals.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. BASIC FOOD NEEDS OF INDIVIDUALS The student should be able to:		
1. Relate nutrition to growth, development and energy needs. (C.)	Nutrition is basic to health: . growth; . development; . energy.	Review functions and sources of nutrients using films, visuals, case studies. Display illustrations of the results of nutritional deficiencies.
2. Identify the nutrient and caloric values of food.		Using games, charts, comparison cards, and individualized activity, have students determine the nutrient content and calories of food. Distinguish between high caloric and low nutrient and high caloric and high nutrient foods.
3. Identify the factors that influence nutritional and caloric needs. (C.)	Many factors influence the nutritional needs of individuals: . age; . sex;	Ask students to record food intake for one day and calculate the number of calories consumed. Relate intake to age, sex, size and activities.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	. activity level; . growth rate; . pregnancy and lactation; . general health.	In buzz groups, have students use case studies or charts to determine the nutritional and caloric needs of various groups (e.g., infants, teens, aged, athletes). Each student can keep a record of a day's activities and calculate the caloric needs to cover these activities.
4. Plan food choices based on nutritional and caloric needs. (C.)	An understanding of nutrition helps determine food needs.	Have students plan meals which meet the nutritional and caloric needs of various individuals (e.g., athlete, pregnant teenager). Using the Canadian Dietary Standard, have students compare and evaluate daily food intake for individual nutrient and calorie needs.
B. <u>FOOD INTAKE PATTERNS</u> The student should be able to:		
1. Describe how family food choices are affected by the availability, acceptability and cost of food. (C.)	Several factors influence the development of food intake patterns: . family customs; . social; . emotional; . advertising; . food fads;	Discuss food choices in relation to: . familiar vs unfamiliar foods; . food taboos and superstitions; . food and religion; . food and memories (special occasions); . food and cost; . analogs (meatless meats).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
	. Income; . lifestyle.	Have students use a variety of family situation case studies (e.g., university student, immigrant family, two working parents, seasonal employment) to plan a meal according to Canada's Food Guide. Ask them to estimate the cost of the meal using advertisements and food cost lists.
2. Identify the satisfaction derived from food.		Discuss the ways people use food other than to satisfy hunger and provide nourishment (e.g., security, love, comfort, status, pleasure, self-expression). Have students design a colorful poster or bulletin board display illustrating food as an expression of a personal satisfaction.
3. Identify the influences on adolescent food intake patterns. (C.)		Ask each student to keep a record of everything he/she eats for several days. . Determine why each food choice was made. . Identify the strongest influences on personal food habits. . Evaluate nutritional and caloric content of food eaten. . Buzz session. Suggest changes to improve food habits.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
C. SENSORY INFLUENCES OF FOODS The student should be able to: 1. Describe how new experiences with food contribute to personal satisfaction.	New and creative experiences with food broaden an individual's perspective and allow for greater self-expression.	Invite a resource person to discuss and demonstrate foods from a different country. Students can prepare and serve familiar and unfamiliar foods, using a variety of market forms and colorful and unusual combinations of foods. Ask them to sample foods and discuss likes and dislikes. With the students, compare texture, flavor, color and aroma of a food and its substitute (e.g., hamburger vs textured vegetable protein, bacon vs bacon bits, butter vs margarine).

II. THE CONSUMER AND FOOD

MAJOR OBJECTIVE: To apply the decision-making process in the planning and purchasing of food.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. BECOMING AN INFORMED CONSUMER The student should be able to:		
1. Identify reasons for using a shopping list.	A consumer must be informed to make responsible decisions about food purchases: . planning ahead; . stores and services; . making decisions; . planning and purchasing.	In groups, have students list reasons for using a shopping list (e.g., saves time, money, impulse buying, energy, reminder of needed articles, nutritional value). Compare lists.
2. Identify the types of food stores available in the community.		Develop a class list of types of food stores in the community. If possible, have students visit three different stores, such as chain, corner, convenience or speciality stores.
3. Compare prices of selected food items and services available.		Using a check list, students can compare prices, services available, selection of products, hours open, in those stores visited.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Demonstrate the application of the decision-making process when making food choices. (C.)		Discuss the decision-making process and how it can be used in the selection and purchase of food. Ask students to bring labels of food products to class and discuss how the given information assists the consumer in making choices. Using one food product, have the students determine choices available and the best buy for a specific recipe.
5. Select the best buy for the family food dollar.		Have students use a case study, food advertisements and comparative shopping to determine the best buys for the family, based on needs and food budget.
B. CONSUMER RIGHTS AND RESPONSIBILITIES The student should be able to:		
1. Explain rights and responsibilities of consumers.	The consumers have rights and responsibilities.	In groups, have students discuss the statement:"Wherever there are rights there are responsibilities." Develop a class list of consumer rights (to safe foods, to be informed, to choose to be heard). Students can match rights with responsibilities (to keep food safe,

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		to know standards and laws, to make wise and informed choices, to express concerns).
2. Identify government agencies that protect consumers.	Government laws and consumer agencies protect consumer rights.	Discuss government services available to consumers (e.g., Health Protection Branch, Consumer and Corporate Affairs, Department of Agriculture, Better Business Bureau). Invite a resource person to describe the services of a government agency.
3. Identify misleading claims by advertisers.		Ask students to collect examples of advertisements about food products which claim to fight fatigue, increase energy, settle upset stomach, ease tension. They should relate claims to food value, performance and cost.

III. THE PREPARATION AND SERVICE OF FOOD

MAJOR OBJECTIVE: To plan, prepare and serve nutritious foods.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. MANAGEMENT IN FOOD PREPARATION The student should be able to: 1. Demonstrate the application of decision-making skills by planning ahead to achieve goals.	Management is the key to efficient use of time, energy, money and resources in the preparation of food: . plan ahead; . organize resources; . control use of resources.	Ask students to identify what decisions can be made ahead of time when planning for food preparation. Choose an activity such as a picnic, a buffet or a bag lunch and discuss the decisions to be made ahead of time. Consider: . occasion; . where and when; . food for occasion; . how it will be done; . who will do it.
2. Explain how to organize resources available for food preparation.		In groups, have students identify resources required for food preparation:

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Appraise the control and use of resources available.		. time; . energy; . money; . equipment; . recipes. Students can illustrate the use of these resources in a laboratory activity. Discuss high, medium, and low cost meals. Ask students to use newspaper ads to determine the cost per serving of high, medium and low cost foods. Discuss the use, care and time-saving features of small and large equipment. Have students plan and prepare nutritious and attractive meals that require minimum use of non-human energy. Develop a class check list to evaluate the efficiency of resources in the food preparation area. Include organization of work space, availability of equipment and supplies, uses and limitations of equipment available, energy-saving devices, misuse or waste of resources.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Students can apply activity to home situations. Ask students to suggest ways to improve personal management skills in food preparation.
4. Identify the safety factors to consider when preparing and serving food. (C.)	Health and safety must be considered whenever food is prepared.	Discuss the statement: "Sanitation involves cleanliness of all work areas, appliances, the entire kitchen and personal habits." Review safety features of the kitchen, clothing and equipment. Develop a class list of desirable safety and sanitation practices to be followed by food stores and restaurants. Describe the role of the Health Inspector in commercial food service. Students can use a case study to illustrate individual responsibility for reporting unsanitary practices.
5. Explain food preservation as a method of making food safe to eat. (C.)		Discuss methods of preserving food (canning, freezing, drying and curing).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		Show a film or filmstrip which shows the effects of freezing and heat on the activity of enzymes, bacteria, moulds or yeast. Have students prepare and freeze or can seasonal foods to be used in class at a later date.
B. PREPARATION OF FOOD The student should be able to:		
1. Discover new methods and techniques in the preparation of food.	Serving nutritious, appetizing, and attractive food depends on careful planning and preparation.	Review cooking methods previously learned (bake, fry, saute, boil, broil, steam, simmer). Have students practice new methods (pastry--cutting in, yeast bread--kneading).
2. Use the special features of equipment and small appliances to plan and prepare meals.	Knowledge of the special features on kitchen equipment and small appliances simplifies food planning and preparation.	Assign students to plan and prepare foods which will require the use of special features on equipment or the use of different small appliances (rotisserie, freezer, pressure cooker, microwave, blender, food processor).
3. Demonstrate the application of knowledge of food costs in the planning and preparation of foods.	Planned spending for food helps to ensure that daily requirements are met.	Considering cost per serving, have students plan and prepare a nutritious, medium cost meal. Using low cost per serving, adjust menu to meet daily nutrition requirements.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Discover the importance of time in planning and preparing meals. (C.)	Time and energy spent in the preparation of food depends on: . family needs and schedules; . choice of foods; . methods used; . habits of work.	Assign students to plan and prepare a meal using leftovers or a low or moderate cost protein dish (meat substitute or extender). With the class, evaluate the meals for food value. Discuss and divide the foods of a menu into four preparation time periods: . foods that may be prepared in advance; . foods that require an hour or longer to cook; . foods that require less than an hour to cook; . foods that require last minute preparation. Generate a list of ways of using time efficiently (methods to simplify food preparation, arrangement of equipment, combining related jobs, using convenience foods, choice of equipment). Have students use a case study to plan and prepare a meal to meet the needs and schedule of the family (shift work, extra-curricular activities, illness).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
5. Explain special food needs of individuals at different periods in life. (C.)	Individuals have special needs at different times in their lives: . preschooler; . teenagers' health problems; . pregnancy and lactation; . the elderly.	Discuss how food needs change in different periods of life. Review nutritional and caloric needs of special groups. Assign students to plan and prepare food for a person or group with special needs (e.g., children in a day care, nursery or kindergarten, a pregnant teenager, a convalescent, a senior citizen).
6. Describe meals that represent food customs of different countries. (C.)	Sharing food customs adds interest and variety to meal planning.	With the class, develop a list of ethnic groups within a community, province or country. Groups of students can each select one ethnic group and research its food patterns and mealtime customs. Then, the groups can plan and prepare and serve a meal which illustrates food patterns and mealtime customs of the country.
7. Demonstrate the application of the principles of entertainment to the enjoyment of a meal.	A casual get-together or a party for a special occasion provides the opportunity to extend hospitality to people.	With the class, develop a list of points to consider when planning a party or casual gathering. Then, list responsibilities of host and hostess. Students can plan an occasion and prepare food for a party to be served at school or at home.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
C. FOOD SERVICE AND SOCIAL PRACTICES The student should be able to:		
1. Create an atmosphere for eating that takes into consideration the occasion, the selection of food, the tablesetting and the method of service.	Tablesetting and service vary with the occasion and the group of people.	Review types of table service and ask students to suggest appropriate tablesettings for different occasions. Have students plan a meal for an outdoor meal, special occasion, or everyday family meal.
2. Describe the way a family adjusts meal settings and service to lifestyle. (C.)	Tablesetting and service vary with changes in living patterns.	Discuss how the work schedule of parents, part-time jobs of teenagers, and recreational interests of family members affect meal settings and service.
3. Compare eating away from home to eating meals at home.	Eating away from home provides an alternative to planning and preparing a meal at home.	Discuss the reasons for eating away from home. Ask students to choose a place where they have eaten in the last month, and indicate the choice of foods available, the cost of the meal and the service. Students should evaluate the experience as an alternative to a meal at home.

TEXTILES AND CLOTHING

I. THE INDIVIDUAL AND CLOTHING

MAJOR OBJECTIVE: To explore the significance of clothing to the individual.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. CREATING AN IMAGE The student should be able to:		
1. Explain that an individual chooses clothing to meet physical needs.	Clothing decisions meet basic needs of the individual: . physical needs; . need for personal identity; . social needs; . special needs.	Display illustrations of clothing that meet specific physical needs for protection (parka, hiking boots), recreation (skiing, bicycling) and identification (fireperson).
2. Identify clothing that creates a positive self-image. (C.)		Ask students to choose three garments that help create a positive feeling about themselves. They should list the reasons why they particularly like these garments.
3. Explain that clothing styles identify groups as well as individuals.		Have students suggest clothing items that provide a sense of belonging to a group, and those that satisfy the need for recognition (color, style, fabrics).
4. Demonstrate the application of principles of pattern construction in		Ask students to design an article for a special need (handicap, job, age, occasion), and explain how it

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
designing an article to meet a special need.		fulfills that need.
5. Select clothing which satisfies personal interests, activities and needs. (C.)		For a variety of occasions (school, work, sports, special events), have students indicate the type of clothing (style, fabric, characteristics) best suited to each activity. Have individual students list interests and activities. As a class, decide on an appropriate clothing allowance. Using this figure and current catalogues, newspaper ads or a field trip to a clothing store, have students choose clothing to meet interests and needs. How might clothing selected change (style, size, use)?
B. PROJECTING AN IMAGE The student should be able to:		
1. Identify the elements of design.	The application of the elements of design to clothing selection is a part of the impression made on others: . color; . line; . texture; . effect of elements of design on figure.	Refer to a color wheel to identify primary, secondary and intermediate colors. Discuss some characteristics of color such as value, intensity, warm and cool colors. Draw the four basic types of lines: vertical, horizontal, diagonal and curved. Discuss and illustrate some

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Explain how each element of design affects appearance. (C.)		characteristics of lines: direction, straightness, width and length. Brainstorm at least eight words which describe texture: bulky, shiny, dull, soft, smooth, rough, crisp, fuzzy. Have students describe textures of fabrics they are wearing. Have students describe three ways colors can affect appearance (bright colors attract attention; warm colors emphasize size; intense colors draw attention to features; colors which match eye color emphasize eyes). Ask students to find pictures to illustrate descriptions. Show pictures of clothing on people and ask students how appearance is affected by lines in the garment. From a variety of fabrics in different textures, have students choose the appropriate fabric piece to appear slimmer, to project a warm, cozy feeling, to deemphasize size, to emphasize special features.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Relate design to clothing and home furnishings.		Mount pictures, samples of upholstery fabric, or clothing outfits. With the class, analyze each in terms of elements of design.

II. THE CONSUMER AND TEXTILES

MAJOR OBJECTIVE: To gain understanding which assists the consumer in making decisions about constructing and purchasing textile products.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. WARDROBE PLANNING AND PURCHASING The student should be able to:		
1. Describe the historical use of natural resources to make clothes.		With the students, trace the early use of fur pelts for clothing in cold climates to the use of leather skins and fur today. Trace the historical use of grasses, bark, cotton plant and flax for clothing in summer climates. Suggest other resources available today.
2. Identify personal resources and how to use them. (C.)	Management of resources extends the use of textile products.	Ask students who is responsible for providing their clothes. Students should identify personal resources available, and decide the best use of skills, money and time.
3. Identify ways to extend resources available. (C.)		Ask students to list garments in their wardrobe seldom worn. Have them suggest ways to repair, recycle or make use of each item.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
4. Select the appropriate method to extend the use of a garment.		Students can select a garment seldom worn, and plan to make a craft or another article of clothing from the original fabric.
5. Identify consumer rights.	Knowing consumer rights and responsibilities assists the individual when making decisions about textile products.	Develop a class list of rights and sources of available information. Ask students to give examples of ways to use consumer rights to gain satisfaction in the market place.
6. Describe consumer responsibilities. (C.)		Brainstorm a list of an individual's responsibilities as a consumer. Refer to specific actions.
7. Explain when return of goods is justified.		Provide case studies about people returning merchandise and ask students to respond to them. Decide when a refund or exchange is justified.
8. Demonstrate the application of consumer knowledge to activities as a consumer. (C.)		Students can role play returning apparel and textile products for various reasons and with different outcomes (e.g., T-shirt with faded trim, jeans with broken zipper, found a better buy, style or color, article didn't fit, salesperson was rude, customer was rude, refund/exchange given or not given). Have them analyze each situation by answering these questions:

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		. Was the retu[illegible] justified? Why? Why not? . Was the outcome fair? If not, what more could have been done? . Did communication/attitude affect the outcome? With the class, develop a set of guidelines for returning apparel and textile product items as a follow-up.
B. FABRIC FINDINGS The student should be able to: 1. Discover that fibers come from different sources and have different characteristics.	Knowledge of the physical properties of textiles assists in predicting performance and satisfaction in selection and use: . fiber identification tests; . fabric finish tests.	Have students perform fiber identification tests. For example, burn cotton, wool and synthetic fibers. They should make a general statement about the reaction to the flame, odor and burning rate. Make a class chart listing common fibers, sources and main characteristics. Discuss how fibers from similar sources have some similar characteristics and react in a similar way.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
2. Demonstrate the application of accumulated knowledge in selecting and using textile goods. (C.)		Propose a particular situation in which the best fabric must be selected for the intended use (draperies, upholstery, linens, washable toy). Design a class check list to aid in fabric selection. Include: sheds, wrinkles, strength, firmness, absorbency, color fast, care required.
3. Select appropriate methods of care for different fabrics.	Knowledge of textile properties assists in determining fabric and clothing care methods: . fiber content; . fabric construction; . fabric finish; . stain removal.	Using the results of the fabric performance tests, have students explain how fiber content, fabric construction and fabric finish influence care methods. Ask students to predict what may happen to fabrics in different situations, such as ironing thermoplastic fibers at too high a temperature, using chlorine bleach on certain fabrics, washing delicate fabric in the washing machine. Ask students to bring to class used textile goods that are still durable or have deteriorated. Relate the condition to the physical properties of that fiber.
4. Identify the common types of stains and stain removers. (C.)		Have students identify different stains on fabric samples. From a pamphlet or book, or by viewing a

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		filmstrip, they should discover suitable stain removers (commercial and home-made) and stain removal procedures. Have them create a display of stain removers and methods to use.
5. Demonstrate treatment of fabric stains.		Have students practice removing different stains from stained fabric samples and determine the best method of stain removal to use. Record results on a chart. Discuss the removal of stains in terms of effectiveness, time and expense.
6. Identify the information that must be on a textile label.	Textile regulations have been established to ensure the consumer of a more reliable product: . Textile Labelling Act; . Hazardous Products Act.	Review the use of the care labelling symbols. Use articles of clothing to illustrate how improper care has damaged the appearance and durability of a fabric (shrunken sweater, color transfer, iron marks, discoloration). Review information that should be on a permanent textile label. Compare with the information requirements of a textile label according to the Textile Labelling Act. Send for pamphlets on textile regulations. Have students prepare an information sheet on fiber content, fabric con-

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		struction, fabric finish and recommended care of fabric to be used for a selected project. Check with information required by textile legislation.
7. Explain the value of textile regulations. (C.)		Discuss how legislation does not ensure quality but helps the consumer make choices. Discuss how the Hazardous Products legislation protects the consumer from highly flammable fabrics, poison from cleaning solutions and other dangers.

III. CONSTRUCTION OF TEXTILE PROJECTS

MAJOR OBJECTIVE: To gain an understanding and appreciation of the skills and personal satisfaction derived from constructing textile projects.

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
A. PROJECT PLANNING AND PREPARING The student should be able to:		
1. Identify progress made in developing skills through personal sewing experience.	Planning a project includes knowledge of present skills and new experiences to be developed.	Have students do a construction pretest. Using a chart, they can identify those sewing skills which are well developed, need practice or are new. Have them choose skills to acquire or improve and select a project (pattern) that will meet requirements.
2. Explain the ways in which the choice of design affects the finished project.	Understanding the principles of design and fabric properties enables an individual to choose a suitable construction project.	Review the principles of design. Have the students prepare a picture portfolio illustrating how design applies to everyday textile products. Ask students to suggest ways of changing the appearance of a basic pattern by changing the choice of fabric or some aspect of the design (color combinations, shapes or closures).

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
3. Demonstrate the application of knowledge of design and fabric in selecting a sewing project. (C.)		Have students select a pattern for a suitable sewing project. Then, ask them to explain how the design of the project chosen will affect appearance and function. They should also explain how the fabric chosen will wear and the care required.
B. CONSTRUCTION TECHNIQUES The student should be able to:		
1. Demonstrate the application of more advanced construction processes needed for the completion of textile projects. (C.)	Developing construction skills provides a means of self-expression that can be applied when choosing to make a textile project: . skill development; . repair; . recycle; . alteration.	Ask students to make a plan for a learning experience that will fit the time available and skills to be developed. Also, they can make samples that involve skills which need practice or are new.
2. Demonstrate the application of construction skills to alter, repair or reuse a garment or piece of fabric.		Relate to management of resources. Students can repair garments requiring a new zipper, minor attention to tears, broken seams, worn places, and fasteners. Or, they can recycle an old garment into something useful. Students can use sewing skills to alter ready-to-wear garments to improve fit, appearance and durability. They should explain the before and after conditions of the garments. Ask them to determine the

OBJECTIVES	CONCEPTS, GENERALIZATION AND CONTENT	SUGGESTED ACTIVITIES
		cost of work by checking on the probable cost of similar alteration.
3. Appraise the appearance, fabric chosen and quality of construction of a textile project. (C.)	Knowledge concerning fabrics and construction techniques can be applied when assessing quality, appearance and durability of a textile product.	Ask students to use a score card to evaluate a textile project. They can make a written report commenting on personal satisfaction with project, and indicating what was learned, what was most challenging and what techniques need improving. Ask them how acquired knowledge can aid in the selection of ready-to-wear garments or textile purchase.
4. Identify interests and abilities in the area of textiles and clothing.	Working with textile products can be for recreation, pleasure, necessity, or for the development of skills related to a career in textiles and clothing.	From a display of handicraft projects, have each student select two or three handicraft skills they would like to learn.
5. Identify some of the jobs related to textiles and clothing. (C.)		Ask students to describe six categories of jobs related to textiles and clothing (e.g., retailing; production; alteration, repairing and maintenance; teaching; research and communication). Create a class bulletin board about various jobs related to textiles and clothing.

appendices

APPENDIX A: RESOURCE MATERIAL

BOOKS

Approved textbooks and recommended supplementary materials for home economics 7-9 have been identified in the Manitoba Text Book Bureau Catalogue for 1982-83. Additional resource materials are identified below. Those materials followed by an (A) can be obtained from the Department of Education Library.

HUMAN DEVELOPMENT

Ames, Louise Bates. Child Care and Development. Toronto: J. B. Lippincott, 1980. (Distributed by McClelland and Stewart Ltd.) (A)

----------. Child Care and Development. Teacher's Manual. Toronto: McClelland and Stewart Ltd., 1980.

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Baumgartner, Leona, Ankema, Susan, and Kostock, Marilyn. The Parents Guide to Baby Care. New York: Grosset and Dunlap, 1977. (Distributed by Fitzhenry and Whiteside.)

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Braithwaite, Max. It's the Family Way. Agincourt: The Book Society of Canada Ltd., 1973. (A)

Brenner, Erma. A New Baby! A New Life! Toronto: McGraw-Hill Ryerson Ltd., 1973. (A)

Briggs, Dorothy. Your Child's Self-Esteem: The Key to This Life. Garden City, N. Y.: Doubleday & Co., 1975. (A)

Bronfenbrenner, Urie. Influences on Human Development. New York: Holt, Rinehart and Winston, 1975. (A)

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Canfield, Jack, and Wells, Harold. 100 Ways to Enhance Self-Concept in the Classroom. Scarborough: Prentice-Hall of Canada Ltd., 1976. (A)

Caplan, Frank. The First Twelve Months of Life. New York: Bantam, 1973.

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Cross, Alene. Home Economics Evaluation. Columbus, Ohio: Charles E. Merrill Publishing, 1973.

Dinkmeyer, Don, and McKay, Gary. Raising a Responsible Child: Practical Steps to Family Relationships. New York: Simon & Schuster, 1973. (A)

Draper, Thomas, Ganong, Marilyn, and Goodell, Virginia. See How They Grow: Concepts in Child Development and Parenting. New York: Butterick Publishing, 1980. (A)

Dunn, Martha Davis, and Peeler, Yvonne. Living, Learning and Caring. Scarborough: Ginn and Co., 1976. (A)

Duvall, Evelyn M. Handbook for Parents. Nashville: Broadman Press, 1974. (Distributed by G. R. Welch Ltd.)

Elder, C. A. Making Value Judgements. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. (A)

Frank, Anne. Anne Frank: The Diary of a Young Girl. New York: Pocket-Book Publishers, 1967. (A)

Freed, Alvyn M. TA for Teens (and Other Important People). Sacramento: Jalmar, 1976. (Distributed by Gage Publishing Ltd.)

Fromm, Erich. The Ability to Love. New York: Farrar Straus and Giroux, 1965. (Distributed by McGraw-Hill Ryerson Ltd.)

Gardner, Richard A. The Boys and Girls Book about Divorce. New York: Jason Aronson, 1970. (Distributed by Book Centre Inc.)

Gelatt, J. J. B., Varenhorst, Barbara, and Carey, Richard. Deciding. Princeton, N. Y.: The College Board, 1973.

Gelinas, Robert, and Gelinas, Paul. The Teenager in a Troubled World. New York: Richard Rosen, 1973.

Ginott, Haim. Between Parent and Child. New York: Macmillan, 1969. (A)

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Gordon, Ira J. Human Development from Birth to Adolescence. New York: Harper and Row Publishing Ltd., 1962. (Distributed by Fitzhenry & Whiteside.)

----------. The Infant Experience. Columbus, Ohio: Charles E. Merrill Publishing Co., 1975. (A)

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Green, Maureen. Fathering: A New Look at the Creative Art of Being a Father. New York: McGraw-Hill, 1976.

Greenwald, Jerry. Be the Person You Were Meant To Be. New York: Dell Books, 1973.

Grinder, Robert E. Adolescence. New York: John Wiley & Sons, 1973.

Guttentag, Marcia, and Bray, Helen. Undoing Sex Stereotypes. New York: McGraw-Hill, 1976. (A)

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Howe, Leland. Taking Charge of Your Life. Niles, Ill.: Argus Publications, 1977.

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Jennings, Margie S. Decisions in Living. Scarborough: Ginn and Company, 1976. (A)

Kagan, Jerome, Kearsley, Richard B., and Zelazo, Philip R. Infancy: Its Place in Human Development. Cambridge, Mass.: Harvard University Press, 1978. (A)

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Le Shan, Eda. What Makes Me Feel This Way? New York: Macmillan, 1972. (A)

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Lynn, David B. The Father: His Role in Child Development. Monterey, Calif.: Brooks/Cole, 1974.

McGinley, Helen. People: Caring, Deciding, Growing. Scarborough: Ginn and Company, 1980.

McMaster, R. J. Developing Your Communication Skills. Don Mills: Longman Canada Ltd., 1978.

Maslow, Abraham. Motivation and Personality. New York: Harper and Row Publishers Ltd., 1970. (A)

Marzollo, Jean, and Lloyd, Janice. Learning Through Play. New York: Harper and Row Publishers, 1972. (Distributed by Fitzhenry and Whiteside.)

Mitchell, Joyce Slayton. Free to Choose: Decision-Making for Young Men. New York: Delacorte, 1976.

Neisser, Edith G. Primer for Parents of Preschoolers. New York: Parents' Magazine, 1972. (A)

Nemiroff, Jane Libman. Practicing Parenting. New York: Butterick Publishing, 1980.

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Paulus, Trina. Hope for the Flowers. New York: Paulist Press, 1972. (A)

Powell, John. Why Am I Afraid to Tell Who I Am? Niles, Ill.: Argus Publications, 1969. (A)

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Queen, Stuart, and Haberstein, Robert. The Family in Various Cultures. Toronto: J. B. Lippincott, 1974. (Distributed by McClelland and Stewart Ltd.) (A)

Ruben, Brent D. Human Communications: Simulations and Games, Vol. 2. Rochelle Park, N. J.: Hayden, 1978.

Scargall, Jeanne. 1001 Ways to Have Fun with Children. New York: Delta, 1977. (A)

Simon, Sidney. I Am Loveable and Capable. Niles, Ill.: Argus Publications, 1974. (A)

Simon, Sidney, Howe, Leland, and Kirschenbaum, Howard. Values Clarification; A Handbook of Practical Strategies for Teachers and Students (rev. ed.). New York: Hart, 1978. (A)

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Spock, Benjamin. Baby and Child Care. New York: Pocket Books, 1977.

Sprung, Barbara. Non-Sexist Education for Young Children: A Practical Guide. New York: Citation, 1975. (A)

Taylor, Barbara J. When Do I Learn. Provo, Vermont: Brigham Young University Press, 1974. (A)

Thomas, Marlo. Free To Be You and Me. New York: McGraw-Hill, 1974. (A)

Toffler, Alvin. Future Shock. New York: Bantam, 1971. (A)

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Valett, Robert. Self-Actualization. Niles, Ill.: Argus, 1974. (A)

Van Stoek, Mary. The Battered Child in Canada (rev. ed.). Toronto: McClelland and Stewart, Ltd., 1978. (A)

Westlake, Helen. Children: A Study in Individual Behavior. Scarborough: Ginn and Co., 1977. (A)

----------. Parenting and Children. Scarborough: Ginn and Co., 1981. (A)

----------. Relationships: A Study in Human Behavior (rev. ed.). Scarborough: Ginn and Co., 1980. (A)

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NUTRITION AND FOODS

Benoit, J. Madame Benoit's Microwave Cookbook. Scarborough: McGraw-Hill Ryerson, 1975. (A)

Blair, Cherry, and Moore, Vicki Reid. To-day's Teen: Student Guide. Peoria, Ill.: Chas. A. Bennett, 1977. (A)

The Canadian Mother and Child (4th. ed.). Ottawa: Health and Welfare Canada, 1979. (A)

Creasy, Donna Newberry, and Creasy, John A. Exploring Foods. Scarborough: Prentice-Hall of Canada, Ltd., 1980. (A)

----------. Teacher's Guide to Exploring Foods. Scarborough: Prentice-Hall of Canada, Ltd., 1980.

Deacon, Richard. Microwave Cookery. Toronto: Bantam Books, 1980. (A)

Dunn, Martha Davis, and Peeler, M. Yvonne. Living, Learning, Caring. Scarborough: Ginn and Co., 1981. (A)

Fremes, R., and Sabry, Z. Nutriscore. Toronto: Methuen/Two Publications, 1976. (A)

Herring, Bettie M. Food Skills for Creative Living. Downsview: Butterick Publishing Co., 1979.

Hope, Jane, and Bright, Elizabeth. Weight Control - A Guide for Teenagers. Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1980.

Jenner, Alice. Food: Fact and Folklore. Toronto: McClelland and Stewart Ltd., 1973. (A)

Kelly, Joan, and Eubanks, Eddye. Today's Teen. Toronto: Chas. A. Bennett Co., Inc., 1980. (Distributed by Copp Clark Pitman.) (A)

Kopan, Alice O. Food for Today: Student Guide. Toronto: Chas. A. Bennett Co., Inc., 1982. (Distributed by Copp Clark Pitman.) (A)

Kowtaluk, Helen, and Kopan, Alice O. Food for Today. Toronto: Chas. A. Bennett Co., Inc., 1982. (Distributed by Copp Clark Pitman.) (A)

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Kowtaluk, Helen. Discovering Food. Toronto: Chas. A. Bennett Co., Inc., 1978. (Distributed by Copp Clark Pitman.) (A)

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----------. Discovering Nutrition: Teacher's Guide. Toronto: Chas. A. Bennett Co., Inc., 1980. (Distributed by Copp Clark Pitman.)

Oppenheim, Irene. Living To-day. Toronto: Chas. A. Bennett Co., Inc., 1981. (Distributed by Copp Clark Pitman.) (A)

Sasse, Connie R. Discovering Food Teacher's Guide. Toronto: Chas. A. Bennett Co., Inc., 1978. (Distributed by Copp Clark Pitman.)

----------. Discovering Food Student Guide. Toronto: Chas A. Bennett Co., Inc., 1978. (Distributed by Copp Clark Pitman.)

Weaver, Ann. Young Homemakers' Cookbook (Young Homemakers at Work Series). Toronto: Copp Clark Pitman, 1974. (A)

----------. Getting Ready to Cook (Young Homemakers at Work Series). Toronto: Copp Clark Pitman, 1974. (A)

----------. Planning Meals and Shopping (Young Homemakers at Work Series). Toronto: Copp Clark Pitman, 1977. (A)

TEXTILES AND CLOTHING

Abbey, Barbara. The Complete Book of Knitting. New York: Viking Press, 1971.

Abeles, Kim Victoria. Crafts, Cookery and Country Living. New York: Van Nostrand, Reinhold Ltd.. 1976.

Bakke, Karen. The Sewing Machine as a Creative Tool. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1976.

Beaudry, Lindsay. A Book of Indian Crafts to Do. Don Mills: Fitzhenry and Whiteside, 1977. (A)

Better Homes and Gardens Applique. Des Moines, Iowa: Meredith, 1977.

Better Homes and Gardens Creative Decorating on a Budget. Des Moines, Iowa: Meredith, 1970.

Better Homes and Gardens Embroidery. Des Moines, Iowa: Meredith, 1977.

Better Homes and Gardens Needlepoint. Des Moines, Iowa: Meredith, 1977.

Bogen, Constance. A Beginner's Book of Patchwork, Applique and Quilting. New York: Dodd, Mead and Co., 1974. (A)

Boyles, Margaret. Bargello: An Explosion in Color. New York: Macmillan, 1974. (A)

Bress, Helene. The Macrame Book. New York: Charles Scribner's Sons, 1972. (A)

Castino, Ruth. Spinning and Dyeing the Natural Way. Toronto: Van Nostrand Reinhold Ltd., 1974. (A)

Chase, Deborah. The Medically-Based No Nonsense Beauty Book. New York: Alfred A Knopf Inc., 1974.

Christensen, Jo. I. Needlepoint Simplified. New York: Sterling, 1971. (A)

Corrigan, Barbara. How to Make Something Out of Practically Nothing: New Fashions from Old Clothes. Garden City, N.Y.: Doubleday and Co., 1976.

Davis, Mildred J. The Art of Crewel Embroidery. New York: Crown Publishers, 1962.

Dawson, Mary M. A Complete Guide to Crochet Stitches. Toronto: General Publishing Co. Ltd., 1972. (A)

De Leon, Sherry. The Basketry Book. New York: Holt Rinehart and Winston, 1978. (A)

Dunn, Martha Davis, and Peeler, Yvonne. Living, Learning, and Caring. Lexington, Mass.: Ginn and Co., 1976. (A)

Epple, Ann Orth. Nature Crafts. Radnor, Penn.: Chilton Book Company, 1974.

Fabun, Don. You and Creativity. Encino, Calif.: Glencoe Press, 1970. (A)

Funaro, Diana. The Yestermorrow Clothes Book. Radnor, Penn.: Chilton Book Company, 1976.

George, Richard. The New Consumer Survival Kit. Boston: Little, Brown and Co., 1978.

Giesking-Williams, A. G. Clothing Skills for Creative Living. Toronto: Butterick Publishing, 1979.

Jarnow, Jill. The Patchwork Point of View. New York: Simon and Schuster, 1975.

Man-Made Fibers Fact Book. Washington, D.C.: Man-Made Fiber Producers Assoc., Inc., 1978.

McCalls Needlework Treasury. New York: Random House, 1977.

Moore, Alma Chestnut. How to Clean Everything (rev. ed.). New York: Simon and Schuster, 1977. (A)

Moresson, Gloria R. New Clothes from Old. Indianapolis: Bobbs-Merrill Co. Inc., 1977.

Myers, Carole R. A Primer of Left-Handed Embroidery. New York: Charles Scribner's Sons, 1974.

Parker, Xenia Ley. A Beginner's Book of Knitting and Crocheting. New York: Dodd, Mead & Co., 1974.

Preston, Ivan L. The Great American Blow-Up: Puffery in Advertising and Selling. Madison: University of Wisconsin Press, 1977.

Reader's Digest Complete Do-It-Yourself Manual. New York: Reader's Digest Assoc., 1976. (A)

Reader's Digest Guide to Sewing. New York: Reader's Digest Assoc., 1976.

Seagroatt, Margaret. A Basic Textile Book. New York: Van Nostrand Reinhold Ltd., 1975. (A)

Sewing for Men and Boys. Toronto: Simplicity Pattern Co., 1973. (A)

Skinner, Stanley. The Advertisement Book. Evanston, Ill.: McDougal, Littell and Co., 1975. (A)

Textile Handbook (5th ed.). Washington, D. C.: A.H.E.A., 1974. (A)

Vanderhoff, Margil, Franck, Lavina, and Campbell, Lucille. Textiles for Homes and People. Lexington, Mass.: Ginn & Co., 1973. (A)

Ward, Kay. The Feminine Fix-It Handbook. New York: Grosset and Dunlap, 1972.

TEACHING KITS

HUMAN DEVELOPMENT

The Adolescent Experience. Toronto, Ontario: Guidance Associates, 1973. (filmstrips, cassettes, discussion guide) (A)

Advertising and Consumer Motivation. New York, N.Y.: J. C. Penney, 1972. (filmstrip, folders, magazine, guide) (A)

Are You Listening? New York, N. Y.: J. C. Penney, 1971. (tape, pamphlet, cassette) (A)

Awareness Insights into Other People. New York, N. Y.: J. C. Penney, 1970. (chart, filmstrip, chance cards, activity sheets) (A)

Babysitting: The Job-The Kids. Toronto, Ontario: Guidance Associates, 1968. (filmstrip, tape, discussion guide) (A)

Dealing with Anger. Toronto, Ontario: Guidance Associates, 1973. (filmstrip, cassettes, audio disc, guide)

Decisions, Decisions. New York, N. Y.: J. C. Penney, 1976. (modules, booklets, role playing posters, game board, situations) (A)

Decision-Making for Consumers. New York, N. Y.: J. C. Penney, 1975. (audio discs, filmstrip, leaflets, puppets, script, transparencies) (A)

Discovering Your Personality. Toronto, Ontario: Guidance Associates, 1973. (audio disc, tapes, filmstrips, guide) (A)

The Effective Parent: The Parent as a Teacher. Glendale, Ca.: Parents' Magazine Films, n.d. (filmstrips, cassettes, teacher's guide) (A)

Family Living. Richmond Hill, Ontario: Scholastic Magazines, Inc., 1975. (filmstrips, tapes, worksheets, activity guide) (A)

Feelings or Thoughts. Toronto, Ontario: Angus Publications, 1974. Distributed by Copp Clark Pitman. (filmstrip, cassette, audio disc, guide) (A)

Getting it All Together. Bayside, N. Y.: Audiovisual Instructional Device, 1972. (filmstrip, tapes, guide) (A)

Impressions: Who Do You Think I Am? New York, N. Y.: J. C. Penney, 1978. (filmstrip, cassette, activity guide) (A)

An Introduction to Value Clarification. New York, N.Y.: J. C. Penney, 1970. (folders, magazine, guide) (A)

Lifestyles Series. Toronto, Ontario: Doubleday Media, 1974. Distributed by City Films. (filmstrips, cassettes, teacher's guide) (A)
This series includes: Many Ways We Are
Choices and Chances
Substance Behind the Style
Putting It Together
The Always Emerging Us

Looking for Me. New York, N. Y.: J. C. Penney, 1978. (filmstrip, cassette, activity sheets, guide) (A)

Making Sense of Our Lives. Niles, Ill.: Argus Communications, 1973. (charts, spirit masters, teacher's guide) (A)

Masculinity/Femininity. Toronto, Ontario: Guidance Associates, 1969. (audio discs, guides, filmstrips) (A)

The Most Important Person Series. Encyclopedia Britannica, 1973. Distributed by Visual Education Centre of Canada. (posters, films, song card, audio discs) (A)
This series includes: Attitudes
Getting Along with Others
Health and Your Baby
Identity

Fathers, Mothers and Others. New York, N. Y.: J. C. Penney, 1975. (filmstrip, tape, activity guide, poster) (A)

Personal Care. Toronto, Ontario: Proctor and Gamble Company, 1975. (worksheets, master visuals, educators' guide, wall chart)

The Prenatal Period and Infancy. Downsview, Ontario: Butterick Publishing, 1979. Distributed by Library Sound Services. (filmstrips, duplicating masters, educator's guide)

The Preschooler. Downsview, Ontario: Butterick Publishing, 1979. Distributed by Library Sound Services. (filmstrips, duplicating masters, educator's guide)

Reflections of Myself. Toronto, Ontario: Guidance Associates, 1972. (filmstrips, cassettes, discussion guide) (A)

The Rights of the Child. Guelph, Ontario: UNICEF Canada, 1978. Distributed by John A. Miller Educational Services. (charts, filmstrips, cassettes, mobile parts) (A)

Safe Toy Environment. New York, N. Y.: J. C. Penney, 1975. (filmstrip, cassette, guide) (A)

The School-Age Child. Downsview, Ontario: Butterick Publishing, n.d. Distributed by Library Sound Services. (filmstrips, duplicating masters, educator's guide)

Shaping Identity. Toronto, Ontario: Guidance Associates, 1973. (filmstrips, cassettes, guide) (A)

Search for Meaning. Center for Learning, 1974. Distributed by Pflaum Publishing. (posters, spirit masters, teacher's guide) (A)

The Toddler. Downsview, Ontario: Butterick Publishing, n.d. Distributed by Library Sound Services. (filmstrips, duplicating masters, educator's guide)

Why Am I Afraid to Tell You Who I Am? Niles, Ill.: Argus Communications, n.d. (filmstrip, cassette. (A)

NUTRITION AND FOODS

All About Rice. Houston, Texas: Riceland Council, 1971. (filmstrip, narration guide) (A)

Balance is Beautiful. Edmonton, Alberta: Alberta Teachers' Association, 1981. (teacher's guide, students' guide, experiments, games, activities, puzzles)

Basic Concepts in Foods. Downsview, Ontario: Butterick Publishers, 1979. Distributed by Library Sound Services. (filmstrips, duplicating masters, transparencies, educator's guide, textbook)

The Beef Trail. Winnipeg, Manitoba: Beef Information Centre, n.d. (filmstrips, cassettes, narration guide) (A)

Breadmaking Made Easy. Winnipeg, Manitoba: Robin Hood Multi-Foods, Ltd., n.d. (slides, cassettes)

Cheese. Chicago, Ill.: Kraft Inc. Educational Department, n.d. (curriculum guide, teacher's guide, overhead units, filmstrips, scripts)

The Economy of Convenience Foods. Toronto, Ontario: General Mills Canada Ltd., n.d. (filmstrip, student book, narration guide) (A)

Food: A Super Natural Resource. Winnipeg, Manitoba: Home Economics Directorate, n.d. (cassette, slides, transparencies)

Food and Nutrition: Dollars and Sense. Downsview, Ontario: Butterick Publishing, 1975. Distributed by Library Sound Services. (cassettes, filmstrips, spirit masters, teacher's guide) (A)

Food Basics: The Grocery Store Game. Ottawa, Ontario: Consumer and Corporate Affairs, 1979. (slides, tapes)

Food Becomes You. Toronto, Ontario: Tupperware of Canada, n.d. (filmstrip, cassettes, duplicating masters, teaching guide) (A)

Food Buymanship. Chicago, Ill.: Kraft Inc., 1979. (teaching guides, curriculum guide, filmstrip, spirit masters, packages, labels, student folders)

Food Dollars and Sense. Toronto, Ontario: Household Finance Corp., 1975. (audio disc, filmstrip, student leaflet) (A)

Food, Fads and Fallacies. Rexdale, Ontario: McIntyre Educational Media, Ltd., n.d Walt Disney. (filmstrips, cassettes, teacher's guide)

Food for Fitness. Downsview, Ontario: Butterick Publishers, n.d. Distributed by Library Sound Services. (filmstrip, duplicating masters, wall chart, educator's guide)

Food for Life - The Basic Four. Toronto, Ontario: Tupperware of Canada, 1975. (filmstrips, cassettes, teacher's guide)

Food for Top Performance. Winnipeg, Manitoba: Home Economics Directorate, n.d. (slides and tapes)

Food to Grow On. Toronto, Ontario: Tupperware of Canada, 1978. (filmstrips, cassettes, spirit masters, teacher's guide) (A)

The Great Waistland. Edmonton, Alberta: Alberta Teachers' Association, 1982. (quizzes, activities, lesson ideas, references)

In-Store Buymanship. Winnipeg, Manitoba: Home Economics Directorate, n.d. (slides and tape)

Keeping Food Fit. Toronto, Ontario: Tupperware of Canada, 1976. (filmstrip, cassette) (A)

Marvels of Microwave. Toronto, Ontario: Corning Canada Inc., n.d. (filmstrip, cassette, teacher's guide, flashcards, transparencies, wall poster, duplicating masters) (A)

Money Talks. Toronto, Ontario: Household Finance Corporation, n.d. (filmstrips, cassettes, booklets) (A)

Mosaic of Manitoba. Winnipeg, Manitoba: Department of Education, Instructional Media Services, n.d. (filmstrips, cassettes, teacher's manual, script) (A)

Moving to Metric. Toronto, Ontario: Corning Canada Inc., n.d. (visual aids, utensils, printed materials)

Nutrition: Foods, Fads, Frauds, Facts. Toronto, Ontario: Guidance Associates, n.d. (filmstrips, videotapes) (A)

Nutrition and You. Rexdale, Ontario: McIntyre Educational Media, n.d. (filmstrips, cassettes, teacher's guide)

Nutrition: What's in It For You. New York, N. Y.: J. C. Penney, n.d. (filmstrip, cassette, spirit masters) (A)

Planning to Eat? Toronto, Ontario: Tupperware of Canada, n.d. (filmstrip, tape, spirit masters, educator's resource file) (A)

Principles of Food Service: Sanitation, Safety, Economy. Downsview, Ontario: Butterick Publishing, n.d. Distributed by Library Sound Services. (filmstrip, educator's guide)

Stretching Your Food Dollar. Winnipeg, Manitoba: Home Economics Directorate, n.d.

Vegetable Treasures. Windsor, Ontario: Green Giant Co. of Canada, n.d. (filmstrip, cassette)

Vegetarianism in a Nutshell. Winnipeg, Manitoba: Home Economics Directorate, n.d. (slides, tape)

Watch Your Weight. Downsview, Ontario: Butterick Publishing, 1979. Distributed by Library Sound Services. (filmstrip, duplicating masters, wall chart, educator's guide)

What's Behind a Warranty? Toronto, Ontario: Corning Canada, Inc., n.d. (filmstrip, cassette, printed materials)

Winning at Losing. Winnipeg, Manitoba: Manitoba Milk Producers' Marketing Board, n.d. (activities, bar graphs)

Why People Eat What They Do. Toronto, Ontario: Guidance Associates, n.d. (filmstrip, cassette) (A)

Wonderful World of Freshness. Winnipeg, Manitoba: Manitoba Vegetable Producers' Marketing Board, n.d. (filmstrip, cassette)

TEXTILES AND CLOTHING

Basic Concepts in Home Economics: Clothing. Downsview, Ontario: Butterick Publishing, n.d. Distributed by Library Sound Services. (filmstrips, cassettes, learning activities, duplicating masters, educator's guide, textbook)

Clothing Communicates. New York, N. Y.: J. C. Penney, n.d. (filmstrip, script, record) (A)

Clothing: The Silent Language. Toronto, Ontario: Ryerson Polytechnical Institute, n.d. (slides and tapes) (A)

Clothing: The Visual Self. Downsview, Ontario: Butterick Publishing, n.d. Distributed by Library Sound Services. (filmstrips, cassettes, learning activities) (A)

Cotton Science. Montreal, Quebec: Canadian Cotton Council, 1970. (lesson book, cotton samples) (A)

Design in Clothes. Scarborough, Ontario: McGraw-Hill Ryerson, 1969. (teacher's notes, transparencies) (A)

Discovering Fibres and Fabrics. Downsview, Ontario: Butterick Publishing, 1976. Distributed by Library Sound Services. (filmstrips, cassettes, handbook, teacher's guide) (A)

Dress to Impress. Columbus, Ohio: Ohio Distributor's Educational Materials Lab, 1976. (charts, guide sheets, booklet) (A)

Fibre Fun. Winnipeg, Manitoba: Department of Education, n.d. (teacher's guide, game, pamphlets) (A)

Fire, Fabrics and You. New York, N. Y.: J. C. Penney, 1975. (cassette, tape, teacher's guide) (A)

Fire, Flammability and Safety. Washington, D. C.: Textile Industry Products Safety Commission, n.d. (slides and script) (A)

First Aid for Sewing Machines. St. Jean, Quebec: Singer Co. of Canada, Ltd., n.d. (filmstrips, script and records) (A)

Label Game. Winnipeg, Manitoba: Home Economics Directorate, n.d. (cards, guidelines, chart) (A)

Learning About Laundry. Toronto, Ontario: Proctor and Gamble, n.d. (handbook, educator's guide, student worksheets, visuals, poster, game)

Let the Label Do the Talking. Ottawa, Ontario: Consumer and Corporate Affairs, n.d. (slides and cassette)

Material Witnesses. Winnipeg, Manitoba: Department of Education, Instructional Media Services, 1981. (video tape, student handbook)

See and Sew I. Downsview, Ontario: Butterick Publishing, 1973. Distributed by Library Sound Services. (11 lessons, 51 transparencies) (A)

See and Sew II. Downsview, Ontario: Butterick Publishing, 1973. Distributed by Library Sound Services. (8 lessons, 58 transparencies) (A)

See and Sew III. Downsview, Ontario: Butterick Publishing, 1973. Distributed by Library Sound Services. (lessons and transparencies) (A)

Sewing to Fit. Downsview, Ontario: Butterick Publishing, n.d. Distributed by Library Sound Services. (filmstrips, cassettes, spirit masters, figure types, pattern alterations)

Trust Your Textile Labels. Winnipeg, Manitoba: Consumer and Corporate Affairs, n.d. (slides and cassettes)

A Trip to the Fabric Store. Downsview, Ontario: Butterick Publishing, 1977. Distributed by Library Sound Services. (filmstrips, duplicating masters, game, guide)

Understanding Today's Textiles. New York, N.Y.: J. C. Penney, n.d. (filmstrips, script)

Will It Come Out in the Wash? Greenville, S.C.: Textile Chemical Company, Consumer Relations Department, 1975. (filmstrip, cassette, teacher's guide, script, spirit masters, wall chart) (A)

Understanding Today's Textiles. New York, N.Y.: J. C. Penney, n.d. (slides and script) (A)

Your Wardrobe Recycled. Stanford, Conn.: American Thread Co., n.d. (folders, transparencies, booklet)

FILMS, FILMSTRIPS, SLIDES

HUMAN DEVELOPMENT

Baby's First Year (filmstrip). Chicago, Ill.: Double Sixteen Co., 1972. (A)

Breath of Life (film). Glendale, Calif.: International Telefilm Productions. (A)

Child Behaviour Equals You (film). Winnipeg, Manitoba: National Film Board. (A)

Child Development and Child Health Series: Health (film). Elmsford, N.Y.: Parents' Magazine Films, Inc. (A)

Life Before Birth (filmstrip). Toronto, Ontario: International Telefilm Productions.

The World of Three (film). Winnipeg, Manitoba: National Film Board. (A)

NUTRITION AND FOODS

Don't Be A Breakfast Skipper (filmstrip). Toronto, Ontario: Kellog-Salada of Canada.

Eating on the Run (film). Winnipeg, Manitoba: Home Economics Directorate.

Fish, How to Buy and Cook (film). Winnipeg, Manitoba: National Film Board.

For Tomorrow We Shall Diet (film). Winnipeg, Manitoba: Home Economics Directorate.

Get Hooked on Fish (filmstrip). Agincourt, Ontario: Cinemedia, Ltd.

Hamburger Turns Into You (film). Los Angeles, Calif.: Wexler Film Productions, 1968. (A)

If You Don't Eat Your Carrots, You Won't Get Dessert (slides). Winnipeg, Manitoba: Home Economics Directorate.

Keeping Food Safe to Eat (filmstrip). Downsview, Ontario: McIntyre Eduational Media.

The New Wave in Cooking (slides). Winnipeg, Manitoba: Manitoba Hydro.

Physical Fitness and Good Health (film). Winnipeg: Manitoba: Home Economics Directorate.

Safety in the Kitchen (filmstrip). Costa Mesa, Calif.: Franklin Clay Films.

Snacking: Garbage in Your Gut (film). Winnipeg, Manitoba: Home Economics Directorate.

Spending Your Food Dollars (filmstrip). Toronto, Ontario: Household Finance Corp.

The Whole Body Manual (film). Winnipeg, Manitoba: Home Economics Directorate.

TEXTILES AND CLOTHING

Buttonhole Types (filmstrips). Scarborough, Ontario: McGraw-Hill Ryerson, Ltd. (A)

Cloth: Fibre to Fabric (film). Toronto, Ontario: Encyclopedia Britannica Educational Corporation. (A)

Man-Made Fibers (filmstrip). New York, N. Y.: Man-Made Fiber Producers, Inc. (A)

See It - Sew It Series (filmstrip). Rexdale, Ontario: Educational Progress Co. Ltd. (A)

Series includes: Alpaca Sweaters
Round Neck Knit Tops
Swimwear
Shirts
Slacks and Shorts

Textiles Art from Tapestry to Jeans (filmstrip). Charlotte, N.C.: American Textile Manufacturers Institute. (A)

Textiles: How They Get to Where You Shop (filmstrip). Charlotte, N. C.: American Textile Manufacturers Institute. (A)

T.L.C. for Textiles (filmstrip). New York, N. Y.: J. C. Penney. (A)

OTHER RESOURCES

HUMAN DEVELOPMENT

Growth and Development Patterns (transparencies). St. Paul, Minn.: 3M Company.

NUTRITION AND FOODS

Get Cracking with Eggs (teaching guide). Winnipeg, Manitoba: Manitoba Egg Producers' Marketing Board, 1980.

Nutrition Games (games). Winnipeg, Manitoba: Home Economics Directorate.

Shopper's Choice (games). Winnipeg, Manitoba: Home Economics Directorate.

Up with Nutrition (game). Edmonton, Alberta: Alberta Teachers' Association. (three game variations, game pieces)

TEXTILES AND CLOTHING

Interrelationships of Clothing with Behavior, Roles and Values (transparencies). St. Paul, Minn.: Minnesota Mining and Manufacturing Co.

Line and Shape (transparencies). St. Paul, Minn.: Minnesota Mining and Manufacturing Co.

APPENDIX B: ADDRESSES OF RESOURCES

Agriculture Canada, Food Production and Inspection Branch, 269 Main Street, Winnipeg, Manitoba R3C 1B2.

Alberta Teachers' Association, 11010 - 142 Street, Edmonton, Alberta T5N 2R1.

American Textile Manufacturers' Institute, 1501 Johnston Building, Charlotte, North Carolina 28281.

American Thread Co., Department YWR, High Ridge Park, Stanford, Connecticut 06905.

Argus Communications, 7440 Natchez, Niles, Illinois 60648.

Argus Publications. Distributed by Copp Clark Pitman, 517 Wellington Street W., Toronto, Ontario M5V 1G1.

Audiovisual Instructional Device, 2420 Little Nick Boulevard, Bayside, New York 11360.

Beef Information Center, 320 - 125 Garry Street, Winnipeg, Manitoba R3C 3P2.

Butterick Publishing. Distributed by Library Sound Services, 111 Martin Ross Avenue, Downsview, Ontario M3J 2M1.

Centre for Learning. Distributed by Pflaum Pub., c/o CEBCO Standard Pub., 9 Kulick Road, Fairfield, N. J. 07006.

Centre for Science in the Public Interest, 1755 S. Street N.W., Washington, D.C. 20009.

Cinemedia Ltd., P. O. Box 332, Agincourt, Ontario M1S 3B9.

Consumer and Corporate Affairs of Canada, 260 St. Mary Avenue, Winnipeg, Manitoba R3C 0M6.

Copp Clark Pitman, 517 Wellington Street W., Toronto Ontario M5V 1G1.

Corning Canada Inc., 135 Vanderhoff Avenue, Toronto, Ontario M4G 2J3.

Cotton Science, 1466 Crescent Street, Montreal, Quebec H3G 2B6.

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Double Sixteen Co., 5841 S. Maryland Avenue, Chicago, Illinois 60637.

Doubleday Media. Distributed by City Films, 376 Wellington Street W., Toronto, Ontario M5V 1E3.

Educational Progress Co. Ltd., 50 Galaxy Boulevard, Rexdale, Ontario M9W 4Y5.

Encyclopedia Britannica Educational Corporation, Visual Education Center, 115 Berkeley Street, Toronto, Ontario M5A 2W8.

Franklin Clay Films, P. O. Box 2213, Costa Mesa, California 92626.

General Foods Kitchens, P. O. Box 4019, Terminal "A", Toronto, Ontario M5W 1J6.

General Mills Canada Ltd., P. O. Box 8178, Toronto, Ontario M5W 1S8.

Green Giant Co. of Canada, 500 Ouelette Avenue, Windsor, Ontario N9A 1B6.

Guidance Associates - Visual Education Center, 75 Horner Avenue, Toronto, Ontario M8Z 4X7.

Health and Welfare Canada: Medical Services Branch, 500 - 303 Main Street, Winnipeg, Manitoba R3C 0H4; Educational Services, 310 - 269 Main Street, Winnipeg, Manitoba R3C 1B2.

Home Economics Directorate, Community Health Services Division, 880 Portage Avenue, Winnipeg, Manitoba R3G 0P1.

Household Finance Corporation, Money Management Institute, 85 Bloor Street E., Toronto, Ontario M4W 1B4.

International Tele-film Enterprises, 47 Densley Avenue, Toronto, Ontario M6M 5A8.

Kellog-Salada of Canada Ltd., 20 Eglington Avenue W., Toronto, Ontario M4R 1K8.

Kraft Foods, 62 Bartor Road, Toronto, Ontario M9M 2G5.

Lawry's Foods of Canada Ltd., 95 Advance Road, Toronto, Ontario M8Z 2T2.

Learning Seed Co., 145 Brentwood Drive, Palatine, Illinois 60067.

Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

Man Made Fibre Producers, Inc., 350 Fifth Avenue, New York, N. Y. 10001.

Manitoba Egg Producers' Marketing Board, 1200 King Edward Street, Winnipeg, Manitoba R3H 0R5.

Manitoba Hydro Home Service, P. O. Box 815, 1120 Waverley Street, Winnipeg, Manitoba R3C 2P4.

Manitoba Milk Producers' Marketing Board, 104 - 1580 Dublin Avenue, Winnipeg, Manitoba R3G 0L4.

Manitoba Research Council Metric Center, Industrial Technology Center, 1329 Niakwa Road, Winnipeg, Manitoba R2J 3T4.

Manitoba Vegetable Producers' Marketing Board, 1200 King Edward Street, Winnipeg, Manitoba R3H 0R5.

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McIntyre Educational Media Ltd., 30 Kelfield Street, Rexdale, Ontario M9W 5A2.

John A. Miller Educational Services, Inc., 196 Paisley Street, Guelph, Ontario N1H 2P4.

Minnesota Mining and Manufacturing Co., 3-M Co., St. Paul, Minnesota.

National Film Board, 674 St. James Street, Winnipeg, Manitoba R3G 3J5.

National Livestock and Meat Board, 365 Wabash Avenue, Chicago, Illinois 60331.

Nutritions Dynamics Inc., 645 - 105 Riverside Plaza, Chicago, Illinois 60606.

Ohio Distributors Education Materials Lab., 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

Parents' Magazine Films Inc., P. O. Box 100, Elmsford, N. Y. 10523.

J. C. Penney Co. Inc., Consumer Education Services, 1301 Avenue of the Americas, New York, N.Y. 10010.

Proctor and Gamble, P. O. Box 355, Station "A", Toronto, Ontario M5W 1C5.

Production and School Broadcasts, Department of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3.

Quaker Oats Co., Box 14302, Dayton, Ohio 45414.

Queen's Printer, Provincial Library and Archive Building, 200 Vaughan Street, Winnipeg, Manitoba R3C 0V8.

Riceland Council, Houston, Texas.

Robin Hood Multi Foods Ltd., Consumer Consultant, 125 Paramount Road, Winnipeg, Manitoba R2X 2W6.

Ryerson Polytechnical Institute, 50 Gould Street, Toronto, Ontario M5B 1E8.

Scholastic-TAB Publications Ltd., 123 Newkirk Road, Richmond Hill, Ontario L4C 3G5.

Singer Co. of Canada Ltd., 200 St. Louis Street, St. Jean-Sur Richelieu, Quebec J3B 1Y1.

Textile Chemical Co., Consumer Relations Department, Greenville, South Carolina.

Textile Industry Products Safety Commission, 1750 Pennsylvania Avenue, N.W., Suite 420, Greenville, South Carolina.

Tupperware of Canada, 6464 Yonge Street, Toronto, Ontario M2M 3X4.

Vitamin Information Bureau Inc., 664N Michigan Avenue, Chicago, Illinois 60611.

Wexler Film Productions, Los Angeles, California.